



Special Educational Needs and Disability Policy

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To be reviewed	Headteacher and Governors
Authorised by	Headteacher and Governors

This statutory policy statement is designed to affirm the right of children with special educational needs and disabilities (SEND) to have access to a broad and balanced curriculum.

This policy should be read alongside the following other school policies and reports:

- *SEND Information Report*
- *Equality Information Report*
- *Behaviour Policy*
- *Anti-bullying policy*
- *Supporting Pupils with Medical Conditions Policy*

In addition, the following local guidelines and national regulations should be consulted:

- Wiltshire Local Offer: <https://www.wiltshirelocaloffer.org.uk/>
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years

Definition of Special Educational Needs and Disability

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ❖ *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- ❖ *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers’.

SEN Code of Practice, January 2015

AIMS

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. At Holy Trinity Church of England Academy we work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

OBJECTIVES

The objectives of our policy are:

- ❖ To identify and monitor children's individual needs from the earliest possible stage (including links with Early Years settings and children who transfer from other schools) so that appropriate provision can be made and their attainment raised;
- ❖ To work within the guidance of the SEND Code of Practice, 2014.
- ❖ To plan an effective curriculum to meet the needs of children with special educational needs ensuring that the targets set on My Plans or My Support Plans are specific, measurable, achievable, realistic and time related;
- ❖ To involve children and parents/carers in the identification and review of the targets set for individual children, working in close partnership to acknowledge progress made and to raise self-esteem;
- ❖ To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and where appropriate work in close partnership with outside agencies to support the needs and provision for children with SEND.

Priorities for 2019-20

- **Action Point from SEF “There is a clear set of data which can show the progress and attainment of pupils with SEND.”**

From September 2019 the impact of all interventions is assessed through tracking from a baseline. The SENCO will track the progress of all the children undertaking interventions and feedback to the SMT.

- **Action point from SEF: “Pupils and parents’ appreciation of interventions is valued and documented.”**

The SENCO will talk to all children with SEN to complete their one- page profiles.

SENCO to devise different ways to seek the opinion of parents with regards to interventions. Ideas could include questionnaires, coffee mornings and SEN Parents’ evenings.

- **Action point from SEF: “Identification and on-going assessment of SEND leads to additional or different arrangements being made and a consequent improvement in progress.”**

To continue to sharpen the delivery of our SEN provision to ensure it is as effective as possible. To continue to endeavour to offer extra support as many children with SEN in EYFS and KS1 as possible.

ROLES AND RESPONSIBILITIES

THE ROLE OF THE GOVERNORS

The Governing Body of Holy Trinity Church of England Academy:

- ❖ Does its best to ensure that the necessary provision is made for any child who has SEND with due regard to:
 - The Special Educational Needs and Disability Code of Practice 2014,
 - Resources i.e. funding, equipment and the deployment of personnel,
 - The monitoring of its quality and as an integral part of the SIP and the SEF;
- ❖ Ensures that where the ‘responsible person’ – the Head Teacher or the appropriate governor – has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them;
- ❖ Ensures that teachers in the school are aware of the importance of identifying and providing for those children who have SEND;
- ❖ Ensures that parents/carers are informed that as a result of assessment using the Graduated Response to SEND Support (GRSS) special educational needs provision is being offered for their child;
- ❖ Ensures that a child with SEND joins in the activities of the school together with the children who do not have SEND so far as is reasonably practical. Taking into account the child who is receiving the special provision, the efficient education of the children with whom they are educated and the efficient use of resources;
- ❖ Publishes the SEND Policy.

- ❖ Reports to parents/carers on the implementation of the school's SEND Policy in the School Prospectus, including the name of the person responsible for coordinating SEND provision in the school and also reports on children's progress in the School Profile;
- ❖ Has due regard for the Special Educational Needs and Disability Code of Practice (2014) and ensures that all steps will be taken not to discriminate against disabled children and their admission arrangements and that parents/carers will be notified of a decision by the school that SEND provision is being made for their child.

THE ROLE OF THE SENCO

Currently the SENDCO is Mrs Michelle Fergusson who is responsible for co-ordinating the provision of special educational needs throughout the school. Mrs Fergusson is a member of the school's senior leadership team. Mrs Fergusson's role will involve:

- ❖ Day to day operation of the SEND Policy;
- ❖ Providing advice to staff supporting, liaising with them and where necessary assisting the completion of My Support Plans;
- ❖ Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that they make progress;
- ❖ Overseeing and maintaining specific resources for SEND;
- ❖ Liaising with outside agencies;
- ❖ Liaising with potential next providers of education;
- ❖ Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- ❖ Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person;
- ❖ Coordinating the range of support available to children with SEND;
- ❖ In conjunction with the class teacher, liaising with parents/carers of children with SEND.

THE ROLE OF THE CLASS TEACHER

- ❖ The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- ❖ All teachers are responsible for providing high quality, differentiated teaching that meets the needs of all children in their care;
- ❖ The class teacher will meet with children and parents who are working on a 'My Plan' (statutory) or a 'My Support Plan' (non-statutory) at least three times per year;

- ❖ The teacher will ensure that SEN children regularly review their progress and attainment, recording this on a 'My Support Plan.'
- ❖ The teacher will liaise effectively with teaching assistants and other teachers to ensure high quality provision for children with SEN; this will include ensuring that skills, knowledge and understanding developed in intervention work is transferred to class work- and vice versa.

THE ROLE OF THE TEACHING ASSISTANT

The Teaching Assistant (TA) is a valued member of the teaching team, particularly in the area of SEND.

Programmes of work are drawn up, modified and evaluated by the class teacher and TAs working together. The TA is responsible for supporting teaching, recording the child's responses and reporting back to the class teacher on a regular basis. Each TA is often assigned to work in classrooms with groups or occasionally with individual children who are in greatest need. This may sometimes be to help overcome a temporary problem in behaviour or learning. More usually it will be to implement longer term My Support Plan targets. We recognise that it is important that TAs facilitate access to learning and social interaction for the child in consideration of the aims of raising self-esteem and fostering independent learning.

TAs meet with the Headteacher every term to discuss issues, keep abreast of changes and receive training.

Arrangements for coordinating provision for children with SEND

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, Pastoral Support Manager, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO and governors will normally oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of

opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic achievement. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring with a My Plan or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure their needs can be met. Any variation of admissions arrangements will need to be agreed by the full governing body.

The school has a current Disability Equality Scheme and Accessibility Plan (2017-20) which identifies measures which might need to be taken to cater for a wide range of disabilities. Access for the disabled is a particular feature of the school. Doors and ramps facilitate wheelchair access and there are toilet facilities for the disabled. The majority of the school operates at ground level.

Resources

Most of the resources used by children with SEND are available within the classroom.

Any particular requests for additional resources should be made to the SENCO. An amount from the total school budget will be allocated to special educational needs. This money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for SEND and to meet the objectives of this policy. Several rooms in the school may be used for the withdrawal of children. TAs may be targeted to work with identified children under the guidance of the teacher, in consultation with the SENCO. Occasionally the LA may allocate to children a special educational needs allowance, to allow them to receive individual support. A My Plan normally determines this.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in The Special Educational Needs and Disability Code of Practice 2014. This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of SEND, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health Difficulties

❖ Sensory and/or physical

Where possible we try to meet every child's needs within the classroom by ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, if the child is not making adequate progress or has additional needs, we will assess the pupil using the GRSS (Graduated Response to SEND Services) and use the outcomes in order to decide whether the child needs further provision.

Supporting children with SEN

SEN Support

Pupils will be offered SEN Support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school.

All children have a 'One Page Profile' so that staff are aware of specific needs and are equipped with strategies to meet those needs. At this level, children's progress is closely monitored by the SENDCO and if it becomes necessary we will develop a My Support Plan as a way of addressing any additional needs.

My Support Plan

We will consider, with the parents/ carers and the child, the strategy for action as part of a 'My Support Plan' and the associated targets. All targets will be reviewed regularly with the child as part of classroom practice. Parents will be encouraged to attend a 'My Support Plan' meeting to agree and review the plan alongside the child and school staff. A child may need a 'My Support Plan' If, despite high quality, differentiated teaching, they:

- ❖ Show signs of difficulty in developing skills in literacy or mathematics;
- ❖ Show persistent signs of social, emotional or mental health difficulties which are not addressed through the behaviour and discipline approaches used in school;
- ❖ Have physical or sensory problems and despite specialist equipment still makes little or no progress;
- ❖ Have communication and/or interaction difficulties which lead them to make little or no progress.

A My Support Plan will be written applying the 'assess – plan – do – review' cycle and will also include:

- ❖ A one-page personal profile
- ❖ The views of the child and the parents/ carers about what is currently working well and what's not working
- ❖ The date the plan was written
- ❖ Names of staff and outside agencies involved with the targets
- ❖ Short term strategies
- ❖ The provision we will make (What outcomes do I want? What are my needs? What will help me get there?)
- ❖ When the plan will be reviewed
- ❖ Any outcomes after a review
- ❖ The signature of both parent/ carer and child

My Plans (Statutory)

Where, despite our best endeavours, a child still makes little or no progress in the areas targeted, we will discuss with the parents/ carers and the child the need to move towards applying for a Statutory My Plan. When a decision has been made to proceed, Holy Trinity CE Academy will follow the statutory processes identified in the SEND Code of Practice 2014. Where a pupil has a Statutory My Plan we will carry out an annual review to which parents/carers, child, outside agencies, SENCO, the class teacher and other staff, as deemed appropriate, will be invited to attend.

Children who attract Pupil Premium Funding

Currently pupil premium funding is received for any pupil who is claiming free school meals and, at a reduced rate, for children who have a parent in the armed forces. Pupils who have been eligible under either of these criteria at any time in the past 6 years continue to attract the funding. Mrs. Jane Brown is the member of staff with responsibility for the Pupil Premium.

The progress and attainment of all pupil premium children is closely monitored. Where they fall behind age-related expectations interventions are made to support their learning as considered most appropriate. This may lead to them being placed at one of the above stages of the SEN code of practice. It may alternatively lead to interventions without the child being placed on the code of practice. Not all pupil premium funded children receive interventions, because not all of them fall behind age related

expectations. An element of pupil premium funding is therefore used to fund other SEN provision for non-pupil premium children.

In accordance with legal requirements, a statement is published annually on the school's website detailing how pupil premium is spent and the impact of these interventions, with particular reference to pupil premium children but without identifying any individual.

Criteria for evaluating the success of the SEN policy

The policy will be evaluated against the policy objectives and measured by:

- ❖ An analysis of all teachers' planning carried out by the Head Teacher, Subject Leaders, and the SENCO to ensure that a differentiated approach is taken;
- ❖ Children being involved in discussing and constructing their My Support Plans/ My Plans, having their views recorded on it and participating in the review;
- ❖ Parents/carers being involved with the individual targets set with the child and discussing, having their views recorded on and receiving copies of the My Support Plans set for their child;
- ❖ My Support Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART) with progress measured by objective testing and teachers' professional judgement;
- ❖ Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the My Plan and are involved in its development;
- ❖ The SIP and SEF priorities, which include the provision for SEND;
- ❖ Value for money of our SEND funding;
- ❖ Any external evaluation or inspection.

Complaints Procedure

The school's standard complaints procedure should be used in all cases. This is available on request and from the school website. It is hoped that open communication and trust between parents/carers and staff will ensure that complaints are resolved at an early stage.

Continuing Professional Development (CPD)

Through the monitoring and evaluation of our provision the SENCO, with the Head Teacher (or CPD Coordinator), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School Improvement Plan and/or performance management objectives. Those members of staff who attend further courses will feed back on these through staff meetings or TA

meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

Links and Use of Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEND. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the local Education Team including the Educational Psychologist, Specialist SEN Service (SSEs), Physical and Sensory Impairment Support Service team (PASSIS), Behaviour Support Team, and the local Health Authority and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's My Plans to ensure that the attainment of those children is raised.

A speech and language therapist is employed by the school, working in the school one morning a week. She sets targets for the pupils and guides teachers and TAs in working on these in the classroom. She reviews targets on a regular basis and sets further targets as necessary.

Partnership with parents/carers/children

Parents/carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing, where necessary, the My Support Plan. The school will also update parents/carers with relevant information.

The school's SEN Information Report is available on the school website.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident children who know that their opinions will be valued and who can practise making choices, will be more secure and learn more effectively during their school years. We encourage them to take ownership of their learning targets by discussing those targets and what they can do to improve. For children with SEND this includes discussing strategies for success in their My Support Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary the school may liaise with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Links with other mainstream schools and special schools are maintained and SENCO cluster meetings, TA cluster meetings and joint training sessions are attended regularly.

Close links are maintained with Kingsbury Green Academy to ensure a smooth transition between years 6 and 7. Extra visits are arranged for children who will need Enhanced Learning Provision or extra support to overcome any anxiety related to transition. Arrangements include a completed School Age Transition Liaison Form and several pre-visits by all children to the secondary school. A meeting is held for all parents to visit the secondary school to discuss any individual needs. There is an opportunity for Y6 parents to meet with their child's tutor in the summer term as part of a group. Visits by staff from the secondary school take place with the Y6 teacher and SENCO and specialist staff from the Curriculum Support Faculty also maintain close liaison with the Y6 teacher and SENCO which continues into Y7.

Children who do not transfer to Kingsbury Green Academy are subject to similar arrangements with the receiving school.