



Holy Trinity RC Primary School

Policy for Meeting Special Educational Needs

Mission Statement

"To go forward together in Christ, respecting our neighbour and striving for excellence."

Name of SENDCo: Miss Danielle Smith (until October 2025) and then Mr Mark McManus (Class 3 Teacher).

Contact: 01282 613709.

SEN Governor: Mrs M Borman.

1. Introduction

Holy Trinity School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. We aim to ensure that they are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Care and support are generated by the Catholic nature of our school, which demands that all children are respected and know their value.

Holy Trinity is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs
- Learners who are disabled
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Those who are able and talented
- Those who are looked after by the local authority
- Those who are young carers
- Those who are in families under stress
- Any learners who are at risk of disaffection and exclusion.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Holy Trinity we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Holy Trinity sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

2. What are Special Educational Needs (SEN)?

'A child or young person has special educational needs if he or she has a learning difficulty of disability which calls for special educational provision to be made for him or her. A learning difficulty of disability greater in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in mainstream setting in England.....Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' **Code of Practice (COP, 2015).**

The 2014 SEN and Disability Act strengthens previous legislation by stating that all children with SEN must be catered for in mainstream school where parents prefer this and where provision of efficient education for other children is not significantly affected.

We support this view and therefore we aim to cater for the individual learning needs of every child whilst also recognising the need for personalised provision to ensure access to all aspects of the curriculum for all children.

Through matching work to the needs of all children, staff at Holy Trinity Roman Catholic Primary School give all our children every opportunity to overcome their difficulties.

3. Aims and objectives (Intent)

At Holy Trinity RC Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive

learners both in and out of the classroom. We value all of our pupils, and through our high-quality planning, teaching and provision we aim to:

- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide early identification and intervention for SEND.
- Regularly monitor the progress of children with SEND.
- Minimise barriers to participation in school life.
- Develop children's independence and life skills.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to develop our provision for children with SEND.
- Carefully map provision and review the impact that interventions are having on progress of all vulnerable learners.
- Nurture and support the relationship between teachers and pupils through mutual respect.
- Constantly develop the learning environment to meet the changing needs of pupils.
- Create SEN support plans that are tailored to the child's needs.
- Place the child at the centre of all.
- Have effective transition procedures to ensure continuity and support when moving through the school.
- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

4. Identification and Assessment Arrangements, Monitoring and Review Procedures

Provision for children with Special Educational needs is a matter for the whole school. The Governing Body, the school's Head Teacher, the SENDCo and all other members of staff, particularly Class Teachers and Teaching Assistants.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- The school's system includes reference to information provided by:
 - Baseline Information (Reception)
 - Early Years Foundation Stage Profile Information
 - Early Years SEND Toolkit Assessment, Tracking & Target Setting document
 - SATS
 - Progress measured against the objectives in the National Curriculum for English and Maths
 - Lancashire KLIPS performance descriptors.
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - An existing EHCP (Educational Health Care Plan)
 - Assessments by a specialist service, such as educational psychology, identifying additional needs
 - Another school or LEA which has identified or has provided for additional needs
 - The Engagement Model assessments
 - Pre-Key Stage standards

- PIVATS
- SNAP Assessment (Special Needs Assessment Profile)

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing SEN provision through SEN support or needing an Educational Health Care Plan assessment. All children on the SEN register have a 'One Page' profile and a support plan which contains targets.

Please see the local offer for more information. This can be found on our website.

5. Staged Assessment and Related Procedures (Implementation)

At Holy Trinity RC Primary School, every teacher is a teacher of SEND. Inclusion is a thread that runs through every area of the school. Through high quality teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families, pupils with SEND will be supported to succeed.

Children with SEND will:

- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.
- Be included in extra-curricular activities, with support as required.
- Be part of a constant cycle of assess, plan, do, review. Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil information meetings. A graduated response will be followed. Concerns will be raised with the SENDCo, and parents/carers where a plan of action will be agreed, with the child at the heart. Reasonable adjustments will be made to the curriculum, targets set and external professionals involved where necessary.
- Have an individual SEND support plan will document the needs, targets and provision for pupils considered to have SEND). Targets will be set and reviewed with parents/carers three times a year – each term.
- Have an Education Health Care Plan sought if it is felt that more support is required than that currently being provided by Holy Trinity RC Primary School at SEND Support level.

Some children with SEND will:

- Have specific 1:1 or small group intervention to support their academic, physical and social/emotional needs.
- Use individual resources to enable them to access the curriculum, or the school day.
- Access a personalised curriculum, tailored to very specific needs.
- Take part in social and emotional support interventions, these may be carried out by our Pastoral Lead.
- Receive additional support for speech and language needs, working on targets set by speech and language therapists.
- Work alongside external agencies such as Specialist Teachers, Educational Psychologists and Speech and Language Therapists etc to develop specific targets/programmes tailored to the child's individual needs.

Additional:

- The SENDCo will review staff training needs and provide support and advice where necessary, including keeping up to date with training sessions being offered by external agencies. Staff will approach the SENDCo to ask for further training or support if they feel it is required.

- Provision maps are created termly to highlight the additional provision being employed. These are reviewed at the end of each term.
- Pupils are supported to transition between year groups and key stages, especially when moving to secondary school. Class teachers complete a one-page profile for all SEND learners.

Adapted Curriculum Provision

In order to make progress, a child may only require adaptations of the plans for the whole class. The adaptations may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptations will be recorded by the class teacher in their planning.

When planning for adaptations, we consider the nine R's (Daniel Sobel, Sara Alston and Wendy Knott):

- Room- We make sure that our classrooms reflect and promote adaptations, allowing space for different ways of learning and recognising the different learning needs of different children.
- Relationships- All staff are aware of the individual needs of children in their class and how to meet them.
- Resources- We use appropriate resources.
- Relevance- The curriculum and the resources are relevant to the children.
- Response- The adults respond to the children's needs appropriately and effectively.
- Recall- Effective and adapted questioning is used and includes the use of prompts to support children to recall their learning.
- Retention- Children are prompted for independence so that they can retain and apply their learning.
- Resilience- We allow children to make errors. This enables them to learn through this and develop their understanding and resilience to accept that we learn from mistakes.
- Robustness- We encourage and provide opportunities for the children to build up their resilience and to demonstrate their efforts regardless, by volunteering answers or engaging during class feedback or discussion.

We also carry out a range of interventions for children on our SEND register. These include: Talk Boost, Wellcomm, Lego Therapy, Fast Track Phonics, IDL and Precision Teaching etc. Alongside this, we carry out nurture interventions and many more.

Monitoring of progress will be carried out by the class teacher and used to inform future adaptations within whole class planning.

The child's progress will be **reviewed** at the same intervals as rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, this is, progress which:

- Closes the attainment gap between the child and their peers

- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

In order to help children with special educational needs, Holy Trinity will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of the individual child through the use of a SEN Support Plan and provision map. The SENDCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/ Education Health Care Plan, we will provide the LEA (Local Education Authority) with a record of our work with the child to date.

When a concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. They already may be on the additional needs register and receiving extra support. However, if the child is making little or no progress and there are concerns about the child maybe having a SEND, then parents will be consulted by the teacher and the SENDCo and the child will be placed on the SEN register with parental permission. They may also be screened by the SENDCo using online tools such as the SNAP assessment. Parents would have a follow-up meeting about the findings and the provision that school will be putting in place. The class teacher, after discussion with the SENDCo, will provide additional interventions and provision that are extra to those that are provided in as part of the school's adapted curriculum. The child will be given a SEN Support Plan that contains targets to work on. These targets will be constantly assessed and reviewed as and when the child needs, so that each child is working at their own pace. The targets will be shared with the child, parents, class teachers, teaching assistants, Head Teacher and SENDCo. We hold SEN support plan meetings between teachers and parents at the end of every term to evaluate previous support plans and discuss new targets and provision.

Reasons for a child being added to the SEN register may include that fact that he/ she:

- Makes little or no progress, even when teaching approaches are targeted (High Quality Teaching) particularly in a child's identified area of difficulty.
- Show signs of difficulty developing in literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and /or interaction difficulties and continues to make little or no progress.

School request for a statutory assessment or Education Health and Care Plan (From September 2014)

For a child who is not making adequate progress, despite a period receiving SEN support, and in agreement with the parents/carers, a request will be made to the LEA.

The school is required to submit evidence to the LEA which will make a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Educational Health Care Plans (EHCP)

A child who has an EHCP will continue to have arrangements as for SEND Provision and additional support that is provided using the funds made available through the Education and Health Care Plan.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

6. The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan.
- In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENDCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

7. Teaching Staff and Governors

All staff and governors have responsibility for children with special educational needs. It is the individual teacher's responsibility to identify and bring children to the attention of the SENDCo.

The SENDCo works alongside all staff to develop a provision map which highlights the extra interventions that children are receiving through SEN support. The SENDCo writes a report to governors to highlight the impact of the SEN Provision. The SENDCO and the Head work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's educational needs policy. The full governing body are kept informed of how the school is meeting the statutory requirements. The SENDCo meets with the SEND Governor to discuss effective management of SEN provision. The Pastoral Lead is also kept up to date with the provision of the children with SEND as she works with some of these children.

SEN support plans are updated regularly by the class teacher in consultation with the SENDCo. As mentioned above, we hold SEN support plan meetings at the end of every term.

Role of the SENDCO:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to provide SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date

(Taken from the **COP, 2015**)

8. Subject Co-ordinators

It is the role of the subject co-ordinators to ensure that schemes of work recognise and meet the full range of pupil's abilities, with special needs as an integral part of the scheme's design.

9. Support services

- Meetings with the Educational Psychologist are arranged when relevant.
- We have links with Holly Grove (specialist school) and Acorn Psychology. School pays for advice from these services when needed.
- D13 Behaviour Hub.
- Lancashire Inclusion and Engagement Service.
- Specialist, direct teaching from these services are used where we do not have the necessary in-house expertise – for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties
- The head teacher and SENDCo liaise frequently with a number of other outside agencies, for example: Social Services, Education Welfare Services, School Nurse, Community Paediatrician, Speech Therapy, Physiotherapy, Occupational Therapy etc.
- Parents/carers are informed if any outside agency is involved.

10. Organisation of Teaching Support

The needs of the children will be met by scaffolding work. Some children with complex needs may be on a personalised curriculum and learning in a quieter environment if and when possible. All the children will have a SEN Support Plan. Some children will receive small group/ one to one support focusing on the area(s) of

difficulty. The work carried out will require close liaison between the teachers and teaching assistants. It is the aim of the school to provide the best level of support possible to meet the needs of the children identified.

11. Admissions Arrangements

We welcome children across the full range of diversity. See Admissions Policy for specific details on admissions of reception children to school. Parents and children are encouraged to visit school before entry. The EYFS teacher will be informed by nursery staff/ the head teacher if any children entering school in the reception year or coming into pre-school are already placed on the SEN register. Other professionals will usually inform the SENDCo and head teacher of any children who already have a SEN record.

12. Liaison with Feeder Schools

We believe that it is vital for ease of transition in and out of Holy Trinity that we have close links with feeder schools including nursery, primary and secondary. At transfer to other schools, the SENDCo will ensure all information regarding the children with special educational needs is placed in personal folders and all agencies involved are informed of transfer. Where appropriate, meetings will be held with feeder secondary schools and other strategies employed to ensure smooth transition.

13. Access

Reasonable adjustments to the fabric of the building have been made to enable disabled children to gain access. Please ask for more details.

Pupils with Medical needs

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan for them in liaison with the Health Service and the parents. This ensures a safe agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

14. Allocation of Resources - SEN

All financial allocations for staffing and resources to be made at the discretion of the head teacher in consultation with SENDCo and other staff.

15. Impact of SEND Provision

As a result:

- Children at Holy Trinity RC Primary school feel happy, safe and respected.
- Children with SEND make good progress from their unique starting points due to the use of resources and interventions which meets the needs of the pupils (looking at data on 'Insight' including PIVATS).
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Positive relationships are formed between staff and pupil through mutual respect and a true understanding of the child as a whole.
- Support is implemented as early as possible to have the greatest impact.
- The voice of the child and their family is heard, and their opinions are taken into account throughout their learning process. This puts the child at the centre.

- The classroom teacher and SENDCo are in regular contact with parents/carers of pupils with SEND, to keep them up-to-date with progress and next steps. Families feel supported, informed and listened to by the school.
- SEND support plan targets are reviewed each term with parents/carers. New targets are set, based on the discussions between home and school.
- Effective relationships are formed with all external agencies. Advice and guidance is utilised effectively and support is adapted accordingly.
- Staff feel knowledgeable and informed about the needs of their pupils and how best to support them – they ask for help when they need it and the SENDCo ensures they are fully supported through CPD and thorough discussions.
- Pupils transition smoothly and feel happy and safe when moving between year groups.
- On leaving Holy Trinity RC Primary School, children with SEND have developed the essential skills required to develop good independence and life skills in secondary school.

16. Evaluation of the success of the Policy

In determining future policy and provision all staff will be involved in discussion, the progress of pupils on the stages of the register will be reviewed and parents invited to comment. Governors will discuss progress and an annual report be made available for all parents.

In particular, the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the follow indicators:

- Pupils identified as early as possible
- Pupils make good progress against the specific targets set for them on their Support Plans.
- Some pupils move from the register as a result of intervention.
- Where formal assessment is undertaken, pupils receive an Educational and Health Care Plan.
- Pupils enjoy their schooling and are proud of their success.
- Parents express satisfaction with what is provided.
- Support staff are integrated into the school.
- Data such as the use of our online assessment tool 'Insight' that includes PIVATS data.

Monitoring of the Policy

The policy will be monitored and updated annually or when necessary as follows:

- Regular discussion/meetings with individual teachers
- Feedback from parents regarding SEND support for their children on SEN register.
- Meetings between SENDCo, Headteacher and SEND Governor.

Complaints Procedure

If any parent has any concerns regarding the education of their child with special educational needs, they should contact the school immediately and make an appointment to see the class teacher first. If concerns still arise, they then should contact the SENDCo. The Headteacher, should then be contacted if further concerns arise. All concerns should be dealt with sensitively and with the child's needs and care at the heart of our work.

For more information about SEND (including information about the Code of Practice and the graduated response) please see the 'SEND Support Leaflet' on our website.

Signature of Chair of Governors:	Date:
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Signature of Headteacher:	Date:
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Date of next review: September 2026
