



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."

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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 gifted 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. We are trying to move from a SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

2. What are Special educational needs?

'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 specialised 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)

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff, as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.
11. To ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals.

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 SENCO 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
 - 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
 - PIVATs (Performance Indicators for Valued Assessment and Targeted Learning)

- The school's online SEND tool (SENDiT)

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing SEN provision through:

1. Differentiated curriculum support within the class.
2. Having a SEN Support Plan.

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

5. Staged Assessment and Related Procedures (Implementation)

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation 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. Differentiation will be recorded by the class teacher in their planning.

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

- Room- We make sure that our classrooms reflect and promote differentiation, 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 differentiated 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.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation 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 used 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 RC primary School 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 SENCO 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. We record all of the children's strengths, needs, aspirations, provision, chronology, targets and outcomes on SENDiT.

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 SEN, then parents will be consulted and the child will be placed on the SEN register with parental permission. The class teacher after discussion with the SENCO will provide additional interventions that are extra to those that are provided in as part of the school's differentiated 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 SENCO.

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 SEN 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 SENCO, 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 SEN and Inclusion In-Service Training

- The SENCO 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 SENCO
- 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 SENCO.

All teaching staff regularly use our SEN tool SENDiT to screen children and monitor their provision. In-service training is available to all staff as appropriate.

The SENCO works alongside all staff to develop a provision map which highlights the extra intervention that children are receiving through SEN support. The SENCO writes a report to governors to highlight the impact of the SEN Provision. The SENCO and the Head will 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 will be kept informed of how the school is meeting the statutory requirements.

The SENCO will meet with the SEN Governor to discuss effective management of SEN provision. The class teachers meet on a termly basis with parents to discuss a child's SEN Support Plan and their progress.

SEN Support Plans are updated regularly by the class teacher in consultation with the SENCO. Class teachers attend and contribute to the reviews of those children with an Education and Healthcare Plan (EHCP).

Role of the SENCO:

- 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 providing 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 SEN.
- Liaising with early years 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). These school offer us advice when needed.
- The Lancashire SEND Traded team also give specialist advice.
- 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 SENCO 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 differentiating work within the classroom situation. All the children will have a SEN Support Plan and will receive small group/ one to one support focusing on the area(s) of difficulty. The work carried out will be supported in class and require close liaison between the class and support teacher. Aspects of the Support Plan will also be addressed in the classroom by other support staff including 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 and through the Pre-School Meeting. The foundation stage teacher and head teacher inform the SENCO of any children entering school in the reception year who are already placed on the SEN register at the nursery. Other professionals will usually inform the SENCO 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 SENCO 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.

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 SENCO and other staff.

15. Evaluation of the success of the Policy (Impact)

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.

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 SEN support for their children on SEN register.
- Meetings between SENCO, Headteacher and SEN 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 SENCO, Miss Smith. The Headteacher, Mrs Lyle, 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 SEN (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 2022
