



Special Educational Needs and Disability (SEND) Policy

The Six Principles of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. *Children's learning is understood developmentally*
2. *The classroom offers a safe base*
3. *The importance of nurture for the development of wellbeing*
4. *Language is a vital means of communication*
5. *All behaviour is communication*
6. *The importance of transition in children's lives*

Document Control	
Date Reviewed	29 th November 2023
Date Submitted To Governing Body	29 th November 2023
Date Approved By Governing Body	7 th December 2023
Date To Be Reviewed	November 2024

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

At Holy Trinity CE policy we are committed to being an inclusive school. We take supporting our most vulnerable children very seriously and all of our policies are developed with a high priority on children's safety and run alongside our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to safeguarding, behaviour, anti-bullying, medical and curriculum policies.

2. 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. 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

Special educational provision 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.

4. Roles and responsibilities

4.1 The SENCO

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Jemma Brown or email: j.brown@holytrinity.manchester.sch.uk

They will:

- Work with class teachers and support staff providing advice and support regarding identification and interventions to best support SEND children.
- Work with the headteacher 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
- 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 headteacher and governing body 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO 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

4.4 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 SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, walking impairments, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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, emotional, mental health needs (SEMH)

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We aim to have good and informative relationships with all of our parents. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 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 SENCO 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Nursery setting visits for all children starting our school in Nursery and Reception.
- Home visits for all children starting our school in Nursery and Reception.
- Additional visits for children with additional needs to support transition.
- Additional meetings for the parents and child with the new teacher where appropriate.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Children with ECHPs will have a meeting with a member of the Statutory Assessment Team to offer advice and support to parents choosing the correct Secondary School and these will take place in Spring/Summer Term of Year 5.

5.6 Our approach to teaching children with SEND

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach.

Our School approach reflects the new SEND Code of Practice.

The process is as follows:

Wave 1 - Quality First Teaching

All pupils at Holy Trinity receive quality first teaching which is also known as Wave 1 and the Holy Trinity way. Wave 1 is the effective inclusion of all pupils in high-quality every day personalised teaching.

Wave 2

Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions will be led by a teacher or a teaching assistant and are often targeted at a group of children with similar needs. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

Wave 3

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at School, they may require support from our experienced teachers, an outside agency such as an Educational Psychologist or a Speech and Language Therapist. Wave 3 interventions are a deeper intervention, offering more personalised solutions.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

All of our teachers are trained to work with children with SEND.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available, which are listed and costed on a provision map.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Expertise and training of staff

Our SENDCO has 8 years' experience in this role and has worked as a qualified teacher for 17 Years.

They have the Nasen SENDCo qualification.

We have a team of 22 teaching assistants working alongside our teachers to support all children in school. This includes level four teaching assistants across the school, who are trained to oversee SEND provision and support TAs in teaching and learning.

In the last year, staff have been trained in:

Narrative Therapy, Colorful Semantics, Vocabulary Programme, phonological awareness, Boxhall training, ACES, Team Teach, Phonics, PECS, Bench Marking, The Engagement Model,

We also use Eiklan strategies throughout school, with three staff being trained at level three and three staff members trained at level 4.

We use specialist staff for SALT, SEMH behavior specialist, Play Therapy, and Educational Psychology.

We also work with our local specialist provision providers who offer Inreach and outreach support and guidance.

5.9 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 before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and extra support is put in place if needed.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.10 Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Concerns about SEND provision in our school should be first made to the class teacher, in the first instance then to the SENDCo or Headteacher. They will then be referred to the school's complaints policy.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

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

5.11 Contact details for raising concerns:

Jemma Brown or email: j.brown@holytrinity.manchester.sch.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Jemma Brown **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.