

Holy Trinity SEND Policy



SEND Policy

To be read in conjunction with:

- Behaviour Policy and Framework
- Assessment, Recording and Reporting Policy
- SEND Information Report
- Accessibility Policy
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy

Produced by: Danielle Riley

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1. The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self esteem, promoting a positive self image and a 'can do' culture;
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Responsibilities for SEND provision:

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator – this is Mrs Riley.

The SENCO is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet individuals' needs.
- Checking children's achievement through monitoring and assessment; planning for and delivering any additional help needed (e.g. targeted work, additional support, adapting or purchasing resources) and discussing amendments made with the SENCO as necessary.

- Ensuring Personal Learning Plans (PLPs) and Play Plans (EYFS) are written termly, and sharing and reviewing these with parents once each term and planning for the next term
- Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/or disabilities.
- Co-ordinating support for children with special educational needs and/or disabilities and through the SEND Policy make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring staff have access to details of identified SEND pupils including Personal Learning Plans, which they will share with parents/carers and monitor regularly. These documents are located in class SEND files and stored in a secure place.
- Maintaining, and securely storing, monitoring and assessment data, minutes from meetings and actions from meetings and correspondence from outside agencies..
- Working with and ensuring clear communication with parents ensuring that they are:
 - (i) involved in supporting their child's learning
 - (ii) kept informed about the support their child is receiving
 - (iii) involved in reviewing their progress and attainment
 - (iv) part of planning ahead for them
- liaising with all the other people who come into school to help support children's learning e.g., Speech and Language Therapy, Educational Psychology, etc.
- Accurately maintaining the school's SEND register
- Monitoring children's progress and needs by:
 - ensuring that records are kept and reviewed
 - ensuring that new targets are set when goals are met
 - ensuring that adjustments are made when conditions develop/new diagnosis are made.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The SENCO at Holy Trinity School is Mrs Riley. She can be contacted directly at the school on 0151 427 7466 or via email at d.riley@holytrinity.liverpool.sch.uk.

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEN they often appoint a SEN Governor to support their work.

The SEN Governors are responsible for:

- Championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- Becoming familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meet with the SENCO and visiting classrooms;
- Developing an understanding of the role of the SENCO and how pupils are supported;
- Developing an awareness of the types of SEN present within the school cohort;

The SEN Governors at Holy Trinity School are Tricia Mullholland and Mary Jane Monaghan. They can be contacted via the Headteacher or Clerk to the Governors.

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school – this includes overseeing the support for children with SEND
- Delegating responsibility to the SENCO and class teachers whilst ensuring that children's needs are met.
- Ensuring the Governing Body is kept up to date regarding SEN issues in school.

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet individuals' needs.
- Checking children's achievement through monitoring and assessment; planning for and delivering any additional help needed (e.g. targeted work, additional support, adapting or making resources) and discussing amendments made with the SENCO as necessary.
- Writing Personal Learning Plans (PLPs) or Play Plans (EYFS), and sharing and reviewing these with parents once each term and planning for the next term
- Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/or disabilities.

3. How pupils with Special Educational Needs are identified within Holy Trinity School:

At Holy Trinity Primary school we recognise the definition of SEN as stated in the SEND Code of practice 0-25years:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

The four broad areas identified within the SEND Code of Practice 0-25 years are:

- Communication and Interaction (including ASD, Speech and Language difficulties)
- Cognition and Learning (including specific learning difficulties such as Dyslexia, Dyscalculia, Moderate learning difficulties, Severe learning difficulties, Global Developmental Delay)
- Social, Emotional and Mental Health Difficulties (including ADHD, Tourette’s Syndrome, Phobias, Anxiety, Eating Disorders)
- Sensory and/or Physical needs (including hearing impairment, visual impairment, physical disabilities, Dyspraxia, sensory processing difficulties)

The purpose of identification is to work out what action the school needs to take in order to fully support the child and meet their needs. Holy Trinity Primary School takes into consideration the needs of the whole child which will include not just the special educational needs of the child or young person. Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with school staff to promote effective identification. Any children presenting with behavioural difficulties will also be discussed to ensure that there are no underlying SEN/additional needs and where appropriate outside agencies may be consulted for advice and/or children observed by the SENCO.

At Holy Trinity Primary School we also use several indicators to identify pupils’ special educational needs. Such as:

- Close analysis of data including: termly and yearly assessments, reading ages, spelling ages and annual pupil assessments
- Any teacher or support staff concerns raised via a Concerns form system
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with previous schools or nursery on transfer
- Information from previous schools and other services

What is not SEN but may impact on progress and attainment may include the risk factors;

- Disability
- Poverty
- Summer born or premature
- Attendance and punctuality
- Health and welfare
- Pupil Premium children
- LAC (Looked After Child)
- Children who are young carers

- Low self esteem
- Cultural Barriers
- EAL (English as an Additional Language)

Please see attached Appendix 1 from Liverpool's SEND Graduated Approach Handbook The SENCo, SLT and the learning Mentor work together to put actions in place to support with any of the above.

4.The Graduated Approach

Once a potential special educational need is identified four types of action will be taken to put effective support in place consulting with parents as appropriate. Where it is decided that action is required to support increased rates of progress, this will follow an **Assess, Plan, Do, Review** model – see Appendix 1:

ASSESS: Analyse the pupil's needs using class teacher's formative and summative assessments, comparison with peers and national data, and the views and experience of parents. Advice and reports from external support services and agencies will also be considered.

PLAN: Targets will then be identified and recorded in the form of A Personal Learning Plan (PLP) in KS1 and 2 or a Play Plan in EYFS. All those working with the child, including support staff will be informed of their individual targets, needs, the support being provided, the particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

DO: The class teacher will retain responsibility even where the interventions involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and link with classroom teaching. Support with further assessment of the child's strengths and difficulties, problem solving and advising of the implementation of effective support can be provided by the SENCO.

School additional provision is detailed in the School's Local Offer- Appendix 2. This document can also be found on the School's website.

REVIEW: PLPs or Play Plans (EYFS) will be reviewed at least termly and more often if needed. The review process evaluates the impact and quality of support and interventions. It takes account pupil and parent views. The class teacher, in conjunction with the SENCO, will revise support and outcomes based on pupil progress and development. Specialist services may be called upon to provide intensive support to a pupil and specific programmes may be advised and will be followed by all adults coming into active learning situations with the child. If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet a child's specific needs. This will only be undertaken with parental consent.

5. Additional Support

Specialist services may be called upon to provide intensive support to a pupil and specific programmes may be advised and will be followed by all adults coming into active learning situations with the child. If progress rates are still judged to be a cause for concern, advice will be sought from external agencies regarding strategies to best meet a child's specific needs. This will only be undertaken with parental permission and may include referral to:

- Educational Psychology services
- SENISS (Special Educational Needs Inclusion Support Service)
- OSSME (Autism Initiatives)
- The Quiet Place outreach (behaviour/well being)
- NHS Speech and Language Therapy
- Seedlings (CAMHS)
- Mental Health Support Teams (MHST)
- Autistic Spectrum Disorder Pathway
- Attention Deficient Hyperactivity Disorder Pathway
- School Nurse
- Exploring Minds (Emotional Support)
- Sensory Support services
- Local Authority Inclusion Service - or any other service deemed relevant to the child's needs

6. Additional Funding

Within Liverpool Local Authority additional funding is available to children who, whilst remaining within mainstream education, require significant additional support. The school funds the first £6000 support for a child. If further support is needed, an application can be made to the Top Up Team in the local authority for more funds.

7. Allocation of resources for pupils with SEND.

The Governing Body oversees the budget for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist equipment - fidget toys, chewellery etc;
- In class and withdrawal support from the Learning mentor, teachers, support staff or outside agencies
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of SEND related ICT and electronic equipment

8. Referral for an Education, Health and Care Plan

A child who has lifelong or significant difficulties may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child requires a multiagency assessment. The decision to make a referral for an EHC Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer: <http://fsd.liverpool.gov.uk/>

9. Transition Arrangements:

At Holy Trinity we recognise that 'moving on' can be difficult for a child with SEN and steps are taken to ensure that any transition is as smooth as possible. If a child is moving school, relevant staff will:

- Contact the new school's SENCO to ensure a comprehensive hand over.
- Will ensure all records are passed on as soon as possible.
- Will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement

When moving classes in school information, including PLPs/ Play Plans will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place.

In Year 6 - The SENCO will attend the Secondary School Transition Day to discuss the specific needs of SEN pupils with the SENCO. There will be group sessions in school which will support understanding of the changes ahead. SEN pupils will visit their new school on several occasions if needed and in some cases staff from the new school will visit our school.

10. CPD/ Staff Training

All school staff will be kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND by:

- The SENCO supporting training needs and disseminating relevant information received from the Local Authority.
- Ensuring Newly Qualified Teachers have SEND training as part of their induction programme
- Utilising outreach providers to train staff.
- Training plans detailed in the SEND Action Plan.

We are also developing/ have developed particular expertise in the following areas:

- Team Teach (Positive Behaviour Management)
- Supporting children with EAL
- Supporting children with speech & language difficulties – WELCOMM programme in EYFS
- Selective Mutism

11. Admission arrangements.

What are the admission arrangements for pupils with SEN who do not have a statement if the arrangements differ from those for other pupils?

The Governing Body at Holy Trinity School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

***'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

12. Inclusion for children with SEND:

All children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities. The SENDCo will monitor the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups. There are many steps taken to ensure that all of our SEND children feel included in school life:

- Children in receipt of High Needs Top-Up funding may also have support from a 1:1 LSA who is able to support the child and enable them to be included in all areas of school life
- Any specialist equipment that is needed is provided and available for lunch/extracurricular clubs
- Additional staff may attend school trips/residential trips to support the inclusion of pupils with specific needs
- We endeavor to ensure that all vulnerable children have the same opportunities to succeed and to provide support for families
- Children with additional needs are actively encouraged to apply for roles within the school such as School Councillors, Eco- Warriors, or other subject specific Ambassadors. Children can apply for these roles in whichever way they prefer
- We have high expectations for ALL children, reflected in curriculum access, engagement and positive relationships

At Holy Trinity School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Providing a ramped access to the main building of the school.
- Providing disabled toilet facilities.
- Providing a disabled lift to allow access to the upper part of the building.

13. Monitoring and Evaluating SEND:

The full governing body and all staff in school are responsible for monitoring SEND. It is also monitored and evaluated in other ways:

- Parents are asked for their views at review meetings, at coffee mornings and via a questionnaire.
- Pupil views are gathered via pupil interviews, feedback from School Councillors and other subject Ambassadors
- Feedback from these various groups is valued and if needed will be included in the SEND action plan
- A SEND report is produced annually and presented to governors.

The SEN register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of PLPs, Play Plans and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and PLPs modified.

14. Working in partnership with parents/carers.

We recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We value the essential information on the impact of SEN support outside school which parents/carers can provide and welcome the knowledge of their child and any changes in needs. We encourage the following:

- Parents will be invited to meet outside agencies for feedback from specialists assessments e.g. speech and language therapy, Educational Psychologist. Reports will always be copied to parents/carers.
- Parents will be informed of the staff who will be in their child's class and who will be delivering additional support
- There are other systems to encourage communication such as questionnaires and parent workshops etc.
- Parents of children identified with SEND will receive an individual SEN Personal Learning Plan on a termly basis. Targets are shared with parents at parent's evenings and a copy will be sent home. Parents are encouraged to contribute their views.
- We hold SEND parent coffee mornings which have a different focus, in response to areas identified by parents
- At all stages of the SEND process the school keeps parents/carers fully informed and involved. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to work closely in partnership with the school and to make a full and active contribution to their child's education.
- Parents of children with an EHCP are invited to attend the child's annual review and a questionnaire will be sent home before this meeting to ascertain the parent's views and wishes and any questions that they want to be raised at the review meeting. Copies of the Annual Review report will be sent to the LA and to the parent.
- All parents of children joining us in Reception are given the opportunity to meet with the class teacher at transition meetings. Parents of children that

already have an identified SEN are encouraged to meet with the SENDCo in the summer term prior to the child starting.

15. Complaints procedure for parents/carers.

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governors.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN Governors are consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- PLPs are reviewed examining what progress has the pupil has made.
- Any behaviour logs should include strategies and are shared with parents/carers.

Key legislation informing this policy includes:

The Education Act (1996)
The SEND Code of Practice (2015)
The Equality Act (2010)

Produced by: Danielle Riley
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APPENDIX 1

School Improvement
Liverpool

SEND Graduated Approach Windscreen

