



# **HOLY TRINITY CATHOLIC PRIMARY SCHOOL**

## **SEND Policy**

**Revised:** February 2020 **Date of next review:** To be reviewed annually

**Signed:** C. Tosh **Role:** Chair of Governing Body

**Adopted by the Governing Body:** February 2020

## Holy Trinity SEND Policy



### **SEND Policy**

To be read in conjunction with:

- Behaviour Policy and Framework
- Assessment, Recording and Reporting Policy
- Whole School Marking Policy
- Disability Equality Scheme and related Access Plan
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy

**Produced by: Danielle Riley**

**Date agreed: February 2020**

### **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. Responsibility for coordination of SEND provision**

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEN.
- Liaising with and advising all colleagues.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD
- Liaising with and drawing upon the advice of external agencies and LA.

- Ensuring Personal Learning Plans, Individual Behaviour Plans, Play Plans (Foundation Stage) Group Plans are in place and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data)
- Following a graduated response to the assessment and provision of SEN with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- 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 Danielle Riley. She can be contacted directly at the school on 0151 427 7466 or via email at [d.riley@holytrinity.liverpool.sch.uk](mailto: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 Governor at Holy Trinity School promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- become 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 Governor at Holy Trinity School is Tricia Mullholland . She can be contacted via the Headteacher or Clerk to the Governors.

### 3. Arrangements for coordinating SEND provision.

The main methods of provision made by the school and coordinated by the SENCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists within class or as part of an agreed and monitored withdrawal programme.

### 4. 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,
- pregnancy or maternity

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

### 5. Specialist SEND provision

Provision for pupils at Holy Trinity School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Headteacher. All

teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities

### **School Support**

This requires the initial use of classroom and school resources before bringing in specialist expertise (if deemed necessary in the future).

The SENCO and class teachers will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENCO will work closely with the parents/carers, teacher and pupil. The teacher may then produce a Personal Learning Plan (PLP – used in KS1 & KS2), outlining specific, measurable targets and strategies to meet them. In the Foundation Stage a Play Plan may then be put into place in the same way. The pupil's progress will be carefully monitored and PLPs or Play Plans (if required) will be reviewed termly.

Some children at Holy Trinity have specific physical needs and have their own Healthcare Plan which are reviewed annually. In some cases they need 1:1 full time support to support them with their daily needs.

### **Additional Support**

For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, OSSME (Autism), Occupational Therapy. Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies.

### **Education, Health Care Plan**

Where a request for an Education Healthcare Plan is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

## **6. Inclusion and Facilities for vulnerable pupils and those with SEND**

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.

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

- ASD and ADHD Awareness
- Supporting children with EAL
- Supporting children with speech & language difficulties ( Foundation & KS1)
- Manual Handling
- Lego Therapy

## **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:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- 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 ICT and electronic equipment.

## **8. Identification and review of pupil needs.**

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data and RAISEonline data.

P scales are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working below National Curriculum Level 1 and those pupils older than mid Y1.

At Holy Trinity School we also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.

- Information from other services.

This assists SENCOs and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

Targets are set in the form of a Personal Learning Plan or a Play Plan, these are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENCO through direct contact to school.

## **9. Access to the curriculum, information and associated services.**

All pupils at Holy Trinity School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Learning and Teaching Policy should promote best practice towards students with SEN.

Personal Learning Plans and Play Plans feature significantly in the SEN provision provided by the school. PLPs and PPs contain SMART targets to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

14. changes to practices or procedures

15. changes to physical features
16. changes to how learners are assessed
17. providing extra support and aids (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on School Action Plus or with a Statement of Special Educational Needs. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

## **10. Evaluating the success of provision.**

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 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.

## **11. Working in partnership with parents/carers.**

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

When appropriate staff and the SENCO will signpost parents to relevant outside agencies for support or advice for themselves or their child, these may include their GP, the school nurse or The Family Support Service.

This policy and a summary of this policy are available on the school's website.

## **12. 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 Governor.



**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 Governor is 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.

**13. CPD and training of staff.**

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

- ASD Training

Following the latest audit, training and support for this academic year is planned as follows:

- Signalong (Foundation Stage)

**14. Links to support services**

At Holy Trinity School works in partnership with outside agencies such as:

- SENISS
- Outreach support
- Health and Social Services
- Educational Psychology
- Educational Welfare.

- Family Support Service
- Speech & Language Team
- Garston Children's Centre
- Exploring Minds
- Quiet Place (Based in Stockton Wood)

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into IEPs and intervention/provision.

The school promotes the 'team around the school approach' and will advise families on how to draw up an EHAT (Early Help Assessment Tool) if it is felt that this is necessary. The EHAT is generally managed by a lead professional from the Family Support Team, Garston Children's Centre or Danielle Riley. They are reviewed approximately every 6-8 weeks.

## **15. Links with other schools and clusters**

Prior to admission to Holy Trinity School, contact is made between the Headteacher and the SENCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENCO at the receiving school. Liverpool has an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All primary schools within an SEN Consortia that shares best practice and offers support within the locality.

## **16. Reviewing the effectiveness of this SEND Policy**

The Governing Body will report annually on the success of the policy under the statements listed in '**The aims and objectives of this policy**' (Page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets.
- Use of standardised tests including reading, spelling and numeracy ages

- An analysis of external tests including SATs, or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from PLPs and Annual Review meetings.
- Raiseonline
- Reports provided by outside agencies including Ofsted

**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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