



**Holy
Trinity**

C of E Infant School

Part of the Minster Trust for Education



Special Educational Needs Policy

Reviewed September 2023

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Children with the most complex needs may have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Philosophy

The staff and Governors agree that children are unique beings with their own abilities, strengths and difficulties. We are committed to creating an inclusive ethos which provides all children with the best possible start to their education.

We believe that children should have equal opportunities within school to develop their abilities to their full potential, accepting that they develop at different rates and have differing strengths.

We believe that we should give all children the support they need, within the resources available, whilst taking account of the needs of the other children in the school.

We accept that this is the responsibility of each class teacher to provide for the needs of all the children in their care.

We acknowledge that children make the best progress when parents/carers are fully involved in discussions about their progress and are part of the decision-making process in relation to their children's needs.

We believe that provision for children is best when there is, where needed, liaison with outside agencies in the spirit of multi-agency collaboration.

1. Aims and objectives

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services, and feeding early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO alongside the teaching team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

2. Responsibility for the coordination of SEN provision

This is a small school, and we believe that one of our strengths is the way in which all staff work as a team, and shares information about children.

- The Governors of the School are responsible for ensuring that appropriate provision is made for pupils with Special Educational Needs and that pupils are well integrated into school. They are responsible for the SEN Policy and for appointing the person responsible for co-ordinating provision of the policy. The SEN Governor is **Mrs Christine Cross**.
- The Head Teacher has responsibility for the overall management of the School, determining the use of financial resources, staffing levels and deployment, as well as making decisions on pupil groupings and staff development.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is **Marie Thompson (SENCO)**.
- The class teacher is responsible for teaching the pupils, with or without extra support.
- The teaching assistants work with the teacher and the child sometimes one to one and sometimes with small groups, supporting children's progress towards identified targets.
- The LA assists in the support of children with the most significant needs and is responsible for Statutory Assessments. It also monitors and reviews provision.
- Because Holy Trinity is an academy and part of the Minster Trust for Education (MITRE), MITRE monitor SEND through the school improvement cycle and review visits.

3. Arrangements for coordinating SEND provision

The SENCO, **Marie Thompson** will hold details of all SEND support records such as provision maps, IEPs, structured conversations and subject targets for individual pupils.

All staff can access:

- The Holy Trinity C of E SEND Policy
- A copy of the full SEND register used for tracking this cohort
- Guidance on the identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or provision maps
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents (in a clear summary version) in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

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4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without. Full details of the school's admission arrangements can be found in the Admission Policy.

We endeavour to make every pupil's transition to Holy Trinity as smooth as possible. For children with SEND this may require additional visits to the school and additional visits by our staff to their pre-school setting, or previous school. We liaise closely with parents/carers, staff and any outside agencies that are involved.

5. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Elements 1 and 2 of a school's budget which may equate to up to £6000 as appropriate. Some pupils with SEND may access additional funding. The additional needs funding (AFN) comes from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school and its feeder primary schools. For those with the most complex needs, higher level needs (HLN) funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The school's allocation of Special Needs Funding is spent on teaching assistant hours, resources and SEND management. Specialist apparatus, books and ICT supports are purchased when necessary.

6. Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given

this information. It is recorded by the school as an aid to further progression and for future reference.

- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENCO
- Social Care
- Health professionals
- Education Specialists such as Educational Psychologist, Speech and Language Therapist etc.

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/carers 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 found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

8. Inclusion of pupils with SEND

The Governors oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher (and Senco) to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub and SBAP.

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. The mapping of SEND provision allows us to monitor and review the impact of strategies and interventions used to support individual pupils. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO/Headteacher and is monitored by the SEND Governor. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, and parents' evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

10. Complaints procedure

We are always happy to talk to parents about any concerns they may have. If a parent is unhappy about any aspect of Special Educational Needs provision, they are asked to first speak to the Headteacher, **Marie Thompson**. Every effort will be made to resolve the difficulty but if necessary a copy of the school's Complaints Procedure will be provided.

11. Continued Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCO/ Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

12. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. These services are usually requested at termly Springboard meetings, but may also be contacted directly as a need arises.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents/carers.

The following services will be involved as and when is necessary: Speech and Language Therapy, School Nurse, Educational Psychologist, Behaviour Team, Schools & Families Specialist Services, Children Centres, Literacy Volunteer Scheme, Cognition and Learning Team, Fair Access Team.

13. Working in partnerships with parents

Holy Trinity C of E Infant School believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor **Christine Cross** may be contacted in relation to SEND matters.

14. Links with other schools

The school is a member of the Minster Trust for Education. This enables the schools involved to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Holy Trinity works closely with feeder schools to ensure a smooth transition for pupils to their new setting. This includes visits to the new school and visits by their new teachers to Holy Trinity. We have shared trips to the park with Lowe's Wong Infant School so that the children get to meet each other in a more informal context. All tracking data and attainment levels are shared between the schools involved.

For pupils with SEND the number of transition visits may be increased as appropriate. IEPs and provision maps will be shared between the relevant schools, so that the SENCO and class teacher in the new school are fully aware of the needs of individual pupils with SEND. Parents/carers are invited to attend and contribute to these meetings.

15. Links with other agencies and voluntary organisation

Holy Trinity invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Communication and Interaction Team
- Cognition and Learning Team
- School and Family Support Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meeting held concerning their child unless there are over-riding safeguarding issues.

Reviewed: September 2023

Next review: September 2024