

Special Educational Needs Policy

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs A Hitchen

Agreed by Governors

Autumn 2024

Due for review

Autumn 2027



Introduction

Holy Trinity CE Primary School provides an inclusive, broad and balanced curriculum for all children, including those who may have special educational needs. We take account of the Special Educational Needs Code of Practice: for 0 to 25 years (2014) and the Disability, Discrimination Act DDA (1995) / Equality Act (2010). The National Curriculum is the starting point to meet the specific needs of individuals and groups of children. In their planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which mean they have special or additional needs which require particular action by the school.

Teachers at Holy Trinity take account of these actions and make provision, where necessary, to support individuals or groups of children which will enable them to take part effectively in curriculum and assessment activities. These children may need additional or different help to that given to other children of the same age.

At Holy Trinity we have no SEN specialist provision designated by the Local Authority. All our children with special educational needs are catered for within our mainstream classroom settings.

Aims of the SEN Policy

The aims of this policy are:

- To create an environment that supports children with special educational needs.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have complete access to the full curriculum and every aspect of school life.
- To ensure that parents/carers play a full part in supporting their child's education.
- To ensure our children have a voice in the process.
- To work in partnership with parents and children to regularly review and evaluate progress.

Inclusion

At Holy Trinity all our children are equally valued, regardless of whether they have special educational needs. We have high, yet realistic, expectations of all the children and aim to achieve these through the removal of barriers to learning and participation. We will ensure that all our children are valued within our school community through appropriate curriculum provision. We respect the fact that our children:

- have different educational and behavioural needs and aspirations
- need different strategies for learning
- acquire, assimilate and communicate information at different rates

- need a range of different teaching strategies to meet these needs.

Special Educational Needs

Children with special educational needs are those who have a learning difficulty which calls for special educational provision. A learning difficulty arises if a child has a significantly greater difficulty in learning than the majority of children in the same age group. Difficulties may arise in the following areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical

Children with English as an Additional Language do not have special educational needs unless they also have a learning difficulty or behavioural difficulty as described above. Similarly, children who are working beyond expectations for their year group, do not have special educational needs unless they have a specific learning or behavioural difficulty.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium
- LAC (Looked after Child)
- Being a child/young person of servicemen/women
- EAL

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO at Holy Trinity is *Mrs A Hitchen*. The responsibilities of the SENCO include the following.

- The day-to-day management of the SEN policy.
- Co-ordinating the provision for children with special educational needs.
- Liaising with, and advising colleagues.
- Liaising with parents.
- Identifying and providing for staff training needs.
- Managing assessment procedures and ensuring correct documentation for other agencies.
- Managing resources, (human & physical) to enable appropriate provision for children with SEN.

The Role of the Governing Body

The named Governor responsible for SEN is *Mrs A Tudor*. The Governing Body endeavours to secure the necessary provision for any child having special educational needs. They monitor, and report to parents on the success of their policy for children with special educational needs. Monitoring criteria may include:

- accurate and up-to date records
- analysis of pupil tracking data and test results (for individuals and groups)
- value added data for children with special educational needs.
- evidence from OFSTED reports
- the School Improvement Plan.

Assess, Plan, Do and Review

At Holy Trinity, there is a whole school responsibility in providing for children with special educational needs. **All our teachers are teachers of children with special educational needs.**

In each class there is a continuous cycle of high-quality planning for learning and assessment which takes account of the wide range of abilities, aptitudes and interests of **all** the children within that class. This is referred to as **quality first teaching**.

Generally, most children will make progress within provision of quality first teaching but there may be some children who do not make expected progress, who may have special educational needs.

These children are provided for by targeted provision, specifically for their needs, where, as a result of the intervention, they may catch up with their peers. There is no requirement, at this stage for children to receive SEN support.

If children do not make expected progress with this additional support then, specialist, targeted intervention by external agencies may support children in order to reduce gaps in attainment and to facilitate greater access quality first teaching and provision. Where outside agencies are involved the children will always be on SEN Support.

We believe that early identification of children with special educational needs is vital and once a class teacher identifies a concern, the SENCO is informed and parents are consulted in order to enlist their support at the earliest opportunity.

Quality First Teaching - children are entitled to a broad and balanced curriculum, with learning strategies available to all pupils. Individual needs are met by appropriate differentiation, such as ability groupings, individual TA intervention and parental support where necessary. To further overcome potential barriers, additional interventions or programmes are put into place, the outcomes of which are monitored by the class teacher and/or SENCO via the comprehensive school tracking system. If a child is not making progress, the class teacher, in consultation with parents, SENCO and pupil, will complete a One Page Pupil Profile, a document used to inform planning for progress. The SENCO is involved in a detailed assessment for learning. Differentiated learning materials/equipment may be provided.

SEND Support - children are entitled to a broad and balanced curriculum and learning strategies are provided **together with** arrangements which are additional to and different from whole school provision. Once identified a One Page Pupil Profile and is prepared and children who are working significantly below year group expectations may be assessed using the Birmingham SEND Toolkit.

The Combined Birmingham SEN Toolkit focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports school in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables teachers to set appropriate and aspirational targets and to track progress, as well as supporting teachers with a range of teaching and learning ideas to develop skills alongside quality first teaching in the classroom.

After securing parental permission, the SENCO actively involves outside agencies for assessment. These children may then access interventions which are targeted individual approaches for children requiring SEN support. This may involve adjusting learning objectives and/or specialist support. Earlier learning objectives may be used to ensure full inclusion. Children moving to SEN Support must have already had documented and reviewed interventions and support and, despite these, are still not making sufficient progress.

Emergency High Needs Funding

This level of support is intended for a very small minority of children who have high level needs. In the vast majority of cases children with this level of need will be identified very early, either within pre-school settings or shortly after arrival in Reception. There will have been significant involvement from SEN services within Sefton and a decision will have been made to provide an additional level of individual funding, invariably to enable us to deploy a higher level of support. Sefton's High Needs Funding provides time-limited support for children with high level needs. Additional resources may be required to support an individual child who has high level needs which are preventing him/her from making progress during his/her time in the setting. This provision would usually be made ahead of a request for an Education, Health and Care Plan.

If a child's needs are identified in school to be at this level, in consultation with parents, the Educational Psychologist and Sefton's SEN and Inclusion service, we would make a referral to the SEN Panel.

'Criteria' for High Needs Funding

Apart from a few, exceptional circumstances (e.g., sudden change in needs arising from severe illness or accident), there is an expectation that this application will be part of a robust, graduated response to the child's educational needs. Consequently, there is an expectation that the child's needs would have been supported through:

- Interventions, resources and approaches which have been provided from the setting's budget over time (i.e., support at Early Years Action/Early Years Action Plus).

- Review of such interventions, indicating how the child has responded to the additional input.
- Advice from external agencies which has been implemented and reviewed.
- Involvement from parents.
- Assessment over time to monitor progress (even when such progress is made in small steps).

Holy Trinity is expected to provide additional support for pupils who have additional support needs **up to** the nationally prescribed threshold, currently £6,000. Many children have support needs of less than £6000. If the child or young person's additional needs have a cost greater than £6000 then we can then apply to the local authority for high needs top-up funding. The authority provides high needs top-up funding to the school/college or early years setting without the need for an EHC plan.

Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan is the product of a coordinated assessment for children and young people with complex needs aged 0-25 years. The majority of children with special educational needs (SEN) will have their needs met by mainstream education providers using the resources available within the school or by the school accessing additional funding from the local authority through the EHCP process. Some children and young people with the most severe and complex special educational needs may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The SENDO will initiate the process for an EHCP **only** when convincing evidence from all agencies involved demonstrates that the Local Authority should determine appropriate SEN provision. This provision may take the form of a special school or a specialist unit within a mainstream school. Parents may also make a parental request to the Local Authority for an EHCP should they feel a mainstream setting is not meeting the needs of their child.

Early Years Foundation Stage - early identification of children with special educational needs is vital and Foundation Stage staff, together with the SENCO, liaise with nursery and pre-school providers to identify specific needs. Appropriate support and provision is put into place meeting the Quality First Teaching offer and SEN Support Offer. Where possible, the Reception Teacher and SENCO will complete a Transition Planning Meeting during the Summer Term before the pupil begins school, the meeting will exist when either an Educational Psychologist or the SEN Inclusion Service have been involved. It is expected that if a child arrives in Reception with significant, complex difficulties that have not previously been identified, we will liaise promptly with the EYFS SEN Inclusion Service, and prepare documentation for consideration by the High Needs Funding Panel, to agree the nature and level of support that should be in place.

In Year Fair Access - Applications may be made during the school academic year for children with special needs but without an EHCP. The Local Authority should determine appropriate SEN provision. This provision may take the form of a special school or a specialist unit within a mainstream school or a pupil referral unit (PRU).

Links with other professionals

We recognise children on this continuum of need will require increasing specialist expertise to support the difficulties they may be experiencing. Holy Trinity is able to turn to a range of professionals including:

- Sefton Special Educational Needs and Inclusion Service (SSENIS)
- Sefton Educational Psychology Service
- School Nurse
- Paediatric Services
- Speech and Language Therapy Service (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Workers

SEN Planning Meetings

The SENCO meets occasionally with SSENIS and Sefton's Educational Psychology Service to review the progress of children on SEN Support to decide on actions for individual children, including assessments by the Inclusion Consultant or EP. They may also agree whole school training in response to an annual SEND audit.

Monitoring and Evaluation

The SENCO will:

- be responsible for keeping SEN Support Plan Roll up to date.
- ensure that children within the SEN system are appropriately supported in the classroom through pupil tracking, teacher observations, scrutiny of planning and work.
- support teachers in compiling the pupil profile if appropriate.
- liaise with support staff in order to monitor children with SEN.
- report to governors annually.
- meet with parents three times a year to discuss provision for their child.
- ensure all staff access the appropriate training and support to enable them to meet the needs of the pupils they are responsible for.

The SENCO will be given two afternoons per week management time as part of the role as Senior Leader in order to fulfil the responsibilities.

The Head and Governing Body will

- ensure we are meeting our statutory responsibilities with regard to children with SEN
- monitor and evaluate the effectiveness of our policy

Involvement of Parents

In keeping with our commitment to work in partnership with parents at all levels, we will keep parents fully informed at all stages in the special needs process. There are regular meetings to share the progress of the children with parents and to ensure that we take

account of their wishes, feelings and knowledge at all stages. Parents are encouraged to take an active part in their child's education and are given advice and support on how to support their child at home. Parents who need an enhanced level of support may receive individual help from our, SEND Teaching Assistant (Mrs M Hannah), the Learning Mentor (Mrs J Rankin) or our Trauma and Mental Health Practitioner (Mrs E Harwood).

Parents wishing to find out more about Special Education Needs may find more information in the school SEND Information Report, available on the school's website or by collection from the school office.

The Headteacher, SENCO and Class teacher, are always willing to talk to parents.

Arrangements for Complaints

A parent may refer a complaint to the Headteacher who will follow the school's complaint procedure.

Disability Discrimination Act (DDA)

The definition of disability is **not** the same as the definition of special educational needs. The DDA Act (1995) defines disability as

'a person with a physical or mental impairment which has a substantial long term adverse effect on their ability to carry out normal day-to-day activities.'

and it makes clear the entitlements which are or are not available to people in particular categories of 'disability'.

Holy Trinity is obliged **not to** treat disabled pupils less favourably for a reason related to their disability and will take reasonable steps to make sure that such pupils are not placed at a substantial disadvantage to those who are not disabled. Governors will not discriminate against disabled pupils in relation to their access to education and associated services - including clubs, trips and activities. We will make reasonable adjustments for disabled children at different levels of school life and for the individual child in our practices, procedures and policies.

Further details of our duties and responsibilities for children and adults with disabilities can be found in our Disability and Equality Scheme and Accessibility Plan.

Related Policies

- Disability and Equality Scheme
- Behaviour Policy
- Equal Opportunities policy
- Assessment For Learning Policy

Review Date: September 2027