

Holy Trinity Church of England Primary School



SEND POLICY (SCHOOL) 2025 – 2026

Introduction

Holy Trinity CE Primary School is committed to inclusive practice. We enable all pupils—including those with SEND—to access a broad, balanced curriculum and to participate fully in school life. We will use best endeavours to secure the special educational provision required by each pupil, working in partnership with families and external professionals, and listening to the voice of our children.

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

Safeguarding and SEND

Holy Trinity CE Primary School recognises that safeguarding and child protection are integral to supporting pupils with Special Educational Needs and Disabilities (SEND). In line with Keeping Children Safe in Education (KCSIE), all staff are alert to the additional vulnerabilities that pupils with SEND may face, including risks of abuse, neglect, bullying, and online harm.

We ensure:

- **The SENCO works closely with the Designated Safeguarding Lead (DSL) to share relevant information and coordinate support.**
- **Individual SEND plans consider safeguarding needs and include strategies to promote well-being and resilience.**
- **Staff receive regular training on safeguarding and SEND, including how to identify and respond to concerns promptly.**
- **All safeguarding concerns are managed in accordance with the school's Child Protection Policy and statutory guidance.**

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

The SENCO at Holy Trinity is *Mrs L Hogg*.

The responsibilities of the SENCO include the following.

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND and identified needs.
- Liaising with and advising class teachers and teaching assistants.
- Tracking progress data for all children with SEND and identified needs
- Overseeing the records of all children with SEND and identified needs
- Liaising with parents of children with SEND and identified needs
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND and identified needs.
- Making regular visits to classrooms to monitor the progress of children on the SEND register and on the list of identified needs and supporting staff with adaptations.

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 adaptation, 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 Two Page Pupil Profile and SEND Support Plan, a document used to inform planning for progress. The SENCO is involved in a detailed assessment for learning. Adapted 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 Two Page Pupil Profile is prepared and children who are working significantly below year group expectations may be assessed using the SEND Toolkit or Boxall.

The SEND 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.

At Holy Trinity CE Primary School, we recognise that some pupils may experience social, emotional, and mental health (SEMH) difficulties that impact their learning and well-being. To identify and understand these needs, we use the **Boxall Profile**, a nationally recognised assessment tool. The Boxall Profile helps staff to evaluate a child's developmental and diagnostic strands, providing insight into underlying social and emotional challenges. This assessment informs targeted interventions, such as nurture group support or individualised strategies, and ensures that provision is tailored to promote emotional resilience, positive relationships, and readiness for learning. Results are shared with parents/carers and reviewed regularly as part of the graduated approach (Assess–Plan–Do–Review).

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:

- 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 wishing to find out more about Special Education Needs may find more information in the school SEND Information Report. This is produced yearly and is 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

Holy Trinity CE Primary School is committed to working in partnership with parents and carers. If you have concerns about your child's SEND provision, please raise these with the class teacher or SENCO in the first instance.

If the matter is not resolved, you may follow the school's published Complaints Procedure, which is available on our website and from the school office. This procedure sets out the statutory steps for handling complaints, including escalation to the Headteacher and Governing Body if necessary.

Parents and carers can also seek independent, impartial advice and support from Sefton SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). Contact details for SENDIASS are provided in the school's SEN Information Report and on the Local Offer website.

Review Date: September 2027