

Trinity St. Peter's

Church of England Primary School

where children shine

Special Educational Needs and Disabilities Policy

This policy complies with the statutory requirement outlined in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the Equality Act: 2010, Children and Families Act 2014 and School SEN Information Report Regulations 2014.

Vision Statement

At Trinity St. Peter's we believe that every child is a star and that it is the school's responsibility to work in partnership with all members of the local and wider community to provide each child with the skills and values they need to shine in the real world. We want all our children to enjoy their learning journey, to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be, guided by their Christian faith.

Objectives

The Governing Body and staff at Trinity St. Peter's C.E. Primary School are committed to an inclusive approach where all pupils make the best possible progress whatever their needs or abilities. Every teacher at Trinity St. Peter's is a teacher of pupils with SEND.

At Trinity St. Peter's we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Special Educational Needs

SEND Code of Practice: A pupil has SEND 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.

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. The SEND Code of Practice identifies four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health

- Sensory and/or Physical

Aims

At Trinity St. Peter's we aim to:

- implement the Special Needs and Disability Code of Practice in relation to the identification and assessment of children with SEND
- ensure staff are aware of and understand all clear procedures and practices
- assess children on a regular basis and ensure pupils make the best possible progress through quality first teaching, including: differentiation of the curriculum and environment to provide effective learning opportunities for all pupils
- meet the needs of all learners including setting appropriate targets to make learning accessible and achievable, including intervention support where appropriate
- work in partnership with the child, parent/carers, all staff, governors and outside agencies
- raise staff awareness and expertise through INSET training.

Roles and Responsibilities

The Governing Body

The Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities, with Mrs Suzanne Farrell taking a special interest in SEND.

SENDCo

The SENDCo, Mrs L Martin/Mrs J Molloy, is responsible for:

- overseeing of the day to day operation of the SEND Policy
- co-ordinating provision for children with SEND
- ensuring the school keeps records of all SEN pupils up to date and that SEN Support Plans are completed by the Class Teacher
- monitoring progress of SEND pupils with Assessment Manager
- ensuring the school's SEND register is updated regularly
- advising on the graduated approach to providing SEN Support
- liaising with colleagues, parents or other professionals e.g. educational psychologist, inclusion consultants, health and social care professionals etc.

- being a key point of contact for the Local Authority and/or external agencies
- liaising with potential next providers of education to ensure smooth transitions
- attending relevant training
- working alongside the Headteacher, Senior Leadership Team and School Governors to develop SEND provision in the school

Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teaching staff and support assistants have a vital role to play in curriculum planning, supporting a child's learning and providing appropriate intervention support.

Class Teachers:

- To identify the Special Educational Needs of individual children in their class.
- To put in place and regularly review intervention for pupils on the SEND list at monitoring, EHC and SEN support stages.
- To evidence strategies, intervention and approaches put in place to meet pupils individual needs.
- To know which pupils in their class are on the SEND Register and at what stage.
- To maintain their class SEND file.
- To write Pupil Profiles for all pupils on SEND support.
- To ensure that these learning Plans are reviewed and updated with the parents and pupil three times a year.
- To provide a detailed record of the targets and the strategies adopted and their relative success for each child with SEND in their class.
- To ensure TAs are supporting pupils in their class and implementing relevant intervention.
- To monitor the progress of pupils' with SEND and the impact of intervention programmes.
- To ensure that the Head teacher and other colleagues are aware of pupils' needs.

- To provide a differentiated learning environment and differentiated learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.
- To be fully aware of the school's SEND policy.

Teaching Assistants:

Under the guidance of class teacher to:

- Carry out activities and intervention programmes planned by the class teacher.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Identification and Assessment of Special Educational Needs

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. As outlined above, all class teachers are responsible and accountable for the progress of all pupils in their class.

If a learner's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs. The decision to put SEND support in place will involve discussions with the class teacher, parent, SENDCo and Assessment Manager to monitor the progress of pupils across the school. These discussions will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessments using early assessment materials. B Squared, an assessment tool to monitor small steps of progress made for pupils with SEND is currently used. Previous interventions and support will be reviewed and a SEND Support Plan will be put in

place to identify need, intervention, strategies and pupil and parent views. External advice and recommendations will be taken into account.

Trinity St Peter's is committed to early identification of special educational needs and adopts a graduated approach to meeting special educational need in line with the SEND Code of Practice.

If you have any concerns about your child please contact the class teacher, you do not have to wait until parents evening. The class teacher will feedback any concerns that a parent may have to the SENDCo.

The Graduated Approach

Pupils who have not made expected progress across a term will be identified as requiring additional monitoring and support. If pupils continue to make less than expected progress despite additional support they will be moved onto the School SEND list at the SEND Support stage. These pupils will have a SEN Support Plan in place to monitor internal and external interventions, specific needs and individual targets. These plans can take into account both pupil and parent views.

The school will use 'The Graduated Approach' as outlined in the SEN Code of Practice – 'Asses, Plan, Do, Review'.

Assess- Use a range of assessment information (formative and summative assessment) to identify current levels, achievements and learning profiles. Analyse the child's needs. Advice may be sought from the SENDCo or external agencies. Where there is external agency involvement, parental permission will be sought first.

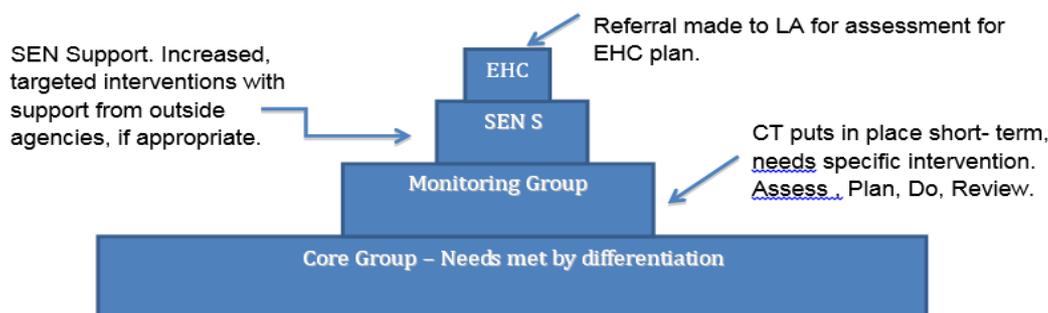
Plan- Where it is decided to provide SEN support, (having notified the parents) a plan will be written. A **SEND Support Plan** identify any key barriers to learning and possible strategies to overcome them. Plans will take into account the views of the child and will outline attainment, set SMART targets and outline any support, including intervention support. Advice and recommendations from external agencies may also be included. The class teacher is responsible for maintaining and updating the SEND Support Plan. The class teacher is responsible for evidencing progress against the desired outcomes even when support is provided by external agencies and specialists

Do- The strategies and interventions outlined in the plan will be implemented and progress will be monitored using the school's usual assessment systems, specifically 'BSquared' as assessment tool used to monitor small steps of progress made in the curriculum.

Review- The progress of the pupil will be reviewed regularly. This review will form the basis of further assessment and planning. SEN Support plans will be reviewed by Class Teachers/SENDCo and parents will also be invited to attend a review meeting.

Education Health and Care Plan

If, despite action to identify, assess and meet the SEND needs of a pupil, they are still unable to make expected progress, or if a pupil has more complex needs and struggles to access the curriculum or environment due to their individual needs, a referral may be made to the Local Authority (Sefton Council) for assessment, which may lead to an Education, Health and Care Plan. To inform its decision the local authority will expect to see evidence of the action taken by school as part of SEND support. If further funding is required by the school, additional resources (High Needs Funding), may then be requested by the school from the local authority high needs budget.



More information on the Local Authority's offer can be found at:

<https://www.sefton.gov.uk/localoffer>

Transition

Transition between phases or provision in Education is accomplished through:

New starters:

Before your child starts school we will meet with you so that we can ensure a positive start into school, your child will be invited to spend time with their new class prior to starting school. This is usually done in conjunction with the previous school. When moving on to a new school we will arrange extra transfer visits for your child. Parents are encouraged to visit the new school and the SENDCo is happy to visit with the parent if they need this support, or arrange for Parent Partnership to support these visits. The SENDCo will always meet with the new school to ensure that all information is passed on about your child. If a EHP (Early Help Plan) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

Transition within school:

Transition arrangements are in place for transition between key stages and year groups. Pupils are given the opportunity to meet with their new teacher and to spend time in their new environment. Transition books can be put in place to support pupils in preparing for their new class over the holidays.

Transition to secondary school:

Pupils will have the opportunity to visit their new school. All key information about pupils' needs will be passed onto the new school, including information on attainment, intervention, needs and key barriers to learning.

Staff Training and resources

At Trinity St. Peter's we aim to keep all staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENDCO along with Senior Leadership Team ensures that training opportunities are matched to school development priorities. The SENDCo attends relevant SEND courses/SEND cluster meetings and is a trained Youth Mental Health First Aider.

Funding is deployed in the budget to meet the cost of:

- additional staff support

- providing intervention work for the pupils
- purchasing resources and materials
- training for staff
- provision of external specialist advice, where required

External Agencies

If your child is receiving SEND Support advice may be sought from external providers. The school works and liaises closely with:

- Speech and Language
- Occupational Therapy
- Community Paediatrician
- CAMHS (Child and Adult Mental Health Services)
- School Nurse and Health Visitors
- Social Services
- Sefton Children, Schools and Families Department
- Together Trust (Autism Specific)
- Parent Partnerships

These professionals offer advice, assessments, intervention programs and support to address individual pupils' specific needs.

The school also employs a counselling service to work with pupils who require additional support with their social, mental and/or emotional health.

Admission

Pupils with special educational needs will be admitted to Trinity St Peter's in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet with Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning, we will ensure that all relevant information is collected in order to plan a relevant differentiated curriculum.

Accessibility

The Disability Discrimination Act (1995) as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. Trinity St. Peter's publishes its accessibility plans online and can be found at http://www.trinitystpeters.org/serve_file/307367

Supporting Pupils with Medical Conditions

As a school, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with our duties according to the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

All pupils who require medication during the school day must have an Individual Medical Care Plan in place, the school nurse can assist with this. Medication must be provided to the school office in a secure container. Any medication will be administered according to pupils' Care Plans by two members of staff.

Complaints Procedure

- In the first instance, please refer to the child's class teacher who may feel it appropriate to share information with the school SENDCo (Mrs L Martin/Mrs J Molloy) or another member of the Senior Leadership Team. If you are unhappy about the steps being made to provide support for your child's additional needs then please refer to the school's 'Complaints Policy' for further information.

Adopted by the Governing body: Summer 2019

This policy will be reviewed in: Summer 2020