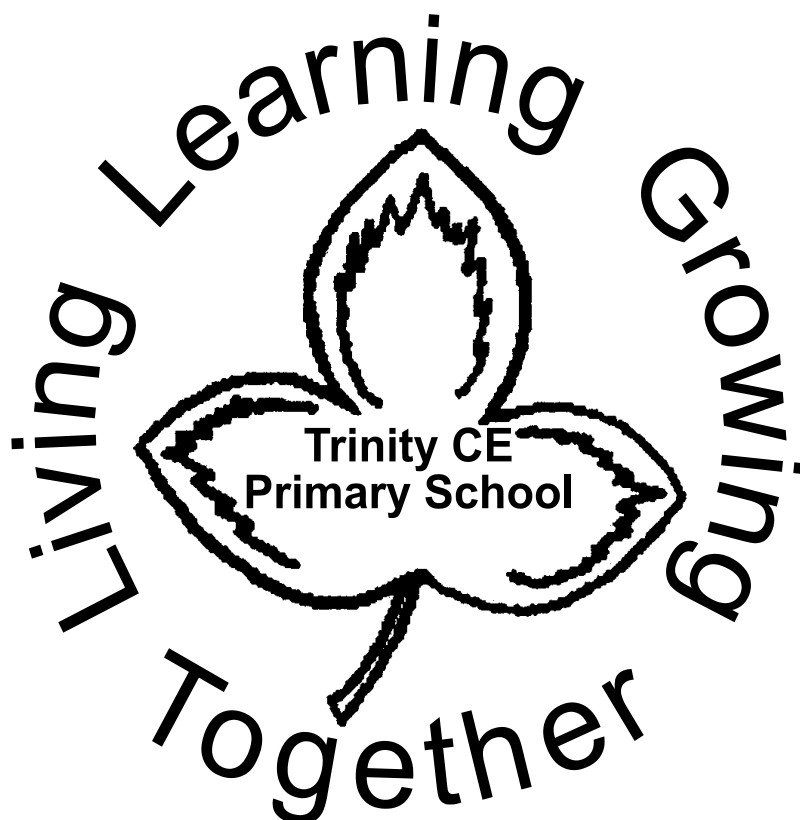


Trinity CE Primary School



Special Educational Needs and Disability Inclusion Policy and Information Report

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Signed: _____ **Date:** _____
(Chair of Governors)

Trinity CE Primary School

Living, Learning, Growing Together

Special Educational Needs Inclusion Policy and Information Report

This policy and report reflects the school's ethos and vision statements, both of which can be found on the school website.

1 Aims and objectives

1.1 The aims of this policy are:

- to ensure that the special educational needs (SEND) of children are identified, assessed and provided for;
- to operate a whole school approach to the management and support for the special educational needs (SEND) of each child;
- to enable all children to have full access to all elements of the school curriculum;
- to enable all children to take part in extra-curricular activities;
- to make reasonable adjustments for disabled children to help to alleviate any substantial disadvantage they experience because of their disability;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's SEND;
- to ensure that parents and carers have a clear understanding of how the school supports children with SEND, and their own involvement in this;
- to ensure that our children have a voice in this process.

2 Legislation and guidance

- 2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- 2.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- 2.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

3 Special educational needs and disability defined

- 3.1 A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made.
- 3.2 A child under statutory school age has special educational needs if they fall

within the definition above or would do so if no special educational provision were made.

3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.4 Children have a learning difficulty if:

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

3.5 A pupil's behavioural needs will be assessed as contributing to an underlying part of a wider need as specified above. The school's Behaviour Policy should be referred to in this case.

4 Educational inclusion

4.1 At Trinity we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

4.2 Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

5 Roles and Responsibilities

5.1 The SENDCO

The SENDCO is Nuala McLaughlin.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND Governor is Lisa Bailey.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensure they follow the SEND policy

6 SEND information report

6.1 The kinds of SEND that are provided for

6.1.1 Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorders, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, processing difficulties,
- Moderate/severe/profound and multiple learning difficulties

6.2 Identifying pupils with SEND and assessing their needs

6.2.1 At Trinity CE Primary children are identified as having SEND through a variety of ways including:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by Teacher/ Parent
- Liaison with external agencies such as a Speech Therapist or Educational Psychologist
- Health diagnosis through paediatrician

6.2.2 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

6.2.3 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.2.4 Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

6.3 Consulting and involving pupils and parents

6.3.1 We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

6.3.2 Notes of these early discussions will be added to the pupil's record and given to their parents.

6.3.3 We will formally notify parents when it is decided that a pupil will receive SEND support.

6.4 Assessing and reviewing pupils' progress towards outcomes

6.4.1 In accordance with the Code of Practice, we offer a graduated approach to SEND, formed of four actions – assess, plan, do, review – to ensure effective support through decisions that are revisited and refined.

6.4.2 The class teacher assesses and monitors the children's progress in line with existing school practices. We use teacher observation and assessment, progress in relation to the Early Years Foundation Stage Profile, Age Related Expectations (AREs) in English and Mathematics, National Curriculum levels and standardised screening and assessment, alongside discussions with pupils, their parents and carers and information offered by external agencies.

6.4.3 We aim to keep communication channels open between home and school. We aim to communicate regularly, especially if your child has complex needs. This could involve phone-calls, home/school books, emails or face-to-face meetings.

6.4.4 A child may have an Individual Education Plan (IEP) or an Education, Health and Care Plan (EHCP) accompanied by a provision plan. This will have individualised targets. These targets are discussed at least 3 times a year, and parents are given a copy of the IEP or provision plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).

6.4.5 Children who are not making expected progress are identified through pupil progress meetings with the class teacher, SENDCO and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

6.4.6 When the child's IEP, EHCP or provision plan is reviewed, comments are made

against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

- 6.4.7 If your child has an Education, Health and Care plan, an annual review will take place to discuss your child's progress.
- 6.4.8 If the child continues to not make the expected progress we will obtain consent from parents and carers to consult with outside agencies and will take advice from them regarding changing the type and level of support. The school may request an assessment for an Education, Health and Care Plan through the local authority. The EHCP will define the needs of the child and the provision that is needed to meet those needs. There are duties on education, health and social care to plan and commission support. The plan is reviewed annually in collaboration with the local authority.
- 6.4.9 Every child has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.
- 6.4.10 The school may decide, in collaboration with the parents and carers, to place the child on the SEND register.
- 6.4.11 The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
- The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant.
- 6.4.12 The assessment will be reviewed regularly.
- 6.4.13 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

- 6.5.1 We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- 6.5.2 We encourage all new children to visit the school prior to starting, when they will meet their buddy (all new Reception children are allocated a 'buddy' from the Year 6 class).
- 6.5.3 We liaise closely with pre-school settings, visiting these (wherever possible) before children start school.
- 6.5.4 When pre-school children are identified with SEND, transition meetings are arranged with the pre-school SENDCO, key worker or Early Years Area SENDCO.
- 6.5.5 All children with SEND are encouraged to visit Trinity on several occasions to assist with a smooth transition. We also aim to visit them in their current setting.
- 6.5.6 When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

6.6 Our approach to teaching pupils with SEND

- 6.6.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- 6.6.2 We will also provide the following interventions:
 - Additional ICT access / provision to support class learning
 - Differentiated class work and homework
 - Emotional Literacy Support Assistant (ELSA) referral
 - Extra-Curricular activities access
 - Handwriting interventions
 - Interventions that take in the afternoons with teachers or teaching assistants
 - Referral to SENDCO
 - Relevant rewards systems
 - Report system and behaviour logs
 - Social skills intervention
 - Speech and Language learning programmes
 - Sports coaching
 - Targeted in-class support
 - Transition management and planning with SENDCO
 - Regular communication with parents

6.7 Adaptations to the curriculum and learning environment

6.7.1 We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using Individual Education Plans (IEPs) which employ a small-steps approach and smart targets. Children, parents and carers are asked to contribute to the plans.

6.8 Additional support for learning

6.8.1 Services in school include:

- A SENDCO
- Teaching Assistants with experience of dealing with a wide range of difficulties including speech and language and emotional issues.
- A team of Teaching Assistants experienced in supporting children with Downs Syndrome.
- An Emotional, Literacy, Support Assistant (ELSA).

6.8.2 External agencies school can liaise and work with to support a pupil include:

- Behaviour Support Team
- Inclusion Support Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- CAMHs (Child & Adolescent Mental Health)
- Supportive Parents
- School Nurse

- GPs
- Community Paediatrician
- Social Services

6.8.3 School welcomes the involvement of all external agencies and always invites and includes all professional working with specific children to their annual review.

6.8.4 Our SENDCO has been in role since 2017 having achieved the National Award for Special Educational Needs Coordination (NASEN) in 2018. The SENCO has worked at Trinity since 2009 and they have 0.5 days of dedicated time a week to manage SEND provision.

6.8.5 We have staff in school with the following training:

- Makaton
- Speech and Language programmes
- Working- memory
- Downs Syndrome Support Group Network Training
- Delivering reading, phonics and maths support programmes
- Mental Health First Aid
- ELSA

6.9 Securing equipment and facilities

6.9.1 When outside agencies such as Occupational Health and Speech & Language Therapists recommend specialist equipment to be used in school, we will liaise with the local authority responsible, and these other agencies to fund and obtain appropriate specialist equipment e.g. adjustable height table and chair.

6.9.2 School already has some specialist equipment such as a changing table in place.

6.10 Evaluating the effectiveness of SEND provision

6.10.1 We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

6.11 Inclusion of pupils with SEND

- 6.11.1 All pupils are included in all parts of the school curriculum including extra-curricular, and we aim for all pupils to be included on school trips. We aim to provide the necessary support to ensure that this is successful.
- 6.11.2 A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

6.12 Ensuring pupils with SEND can give their view

- 6.12.1 We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- 6.12.2 Children who have IEPs or EHCPs are invited to discuss and set their targets with their parent and class teacher.
- 6.12.3 Pupils with SEND have time to talk with their adult supports and if necessary additional time is planned to talk through any concerns or issues.

6.13 Accessing the environment

- 6.13.1 The building is accessible as it is all on one level.
- 6.13.2 The school provides good lighting and our classrooms provide good acoustic conditions.
- 6.13.3 The school site is wheelchair accessible with two disabled toilets, one of which has a shower, and is large enough to accommodate changing.
- 6.13.4 All school policies are listed here: <http://trinityceprimaryschool.co.uk/policies-2/>
The accessibility policy can be viewed on request.

6.14 Complaints about SEND provision

- 6.14.1 The complaints policy can be found on our website here: <http://trinityceprimaryschool.co.uk/policies-2/>
- 6.14.2 Complaints about SEND provision should be raised with the class teacher in the first instance.
- 6.14.3 If the issue cannot be resolved within ten working days, the parent can submit a formal complaint to the head teacher or SENDCO, in writing. The head teacher will reply within ten working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints policy. The schools Complaints Policy which can be found on the school website.

6.14.4 The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.15 Contact details of support services for parents of pupils with SEND

- Look at the SEND policy on our website - <http://www.trinityceprimaryschool.co.uk/>
- Contact Supportive Parents – www.supportiveparents.org.uk
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/
- Look up the information on the South Gloucestershire local offer - <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

6.16 Contact details for raising concerns within school

- The school office telephone number is 01454 218462.
- The first point of contact for all SEND concerns is your child's class teacher.
- You could also arrange to meet Mrs McLaughlin, our SENDCO (Days worked Wednesday- Friday with dedicated SENDCO time on Wednesday mornings).
- Alternatively please contact Mr Hutton (Headteacher).

6.17 The local authority local offer

Our contribution to the local offer is published here:

<http://www.trinityceprimaryschool.co.uk/SEN/>

Our local authority's local offer is published here:

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

6.1 Admission for pupils with SEND

- 6.1.1 The admission of all pupils including pupils with SEND is managed by the local authority. Information on the process can be found here: <https://www.southglos.gov.uk/education-and-learning/schools-and-education/school-admissions/primary-school-admissions/> We recommend that all parents interested in choosing our school make an appointment with the school office on 01454 218462 to book a tour.

7 Supporting pupils at school with medical conditions

- 7.1 At Trinity we recognise that children 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 the school will comply with its duties under the Equality Act 2010.
- 7.2 We have an Accessibility Plan that addresses the improvement of access to the curriculum, the physical environment and the provision of information. The plan is reviewed annually and is available to view on request.

8 Partnership with parents and carers

- 8.1 The school works closely with parents in the support of those children with special educational needs. We ensure that parents and carers are fully informed about all matters relating to their child's SEND. Our SEND Questions and Answers resource is on our school website and is updated regularly. We signpost the LA Local Offer for information about wider services. We encourage an active partnership through an ongoing dialogue with parents and carers.
- 8.2 The parents and carers are invited regularly to meetings to share the progress of their children. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

9 In-service training for staff in relation to SEND

- Training needs are identified during appraisal reviews.
- The school uses local authority agencies and the INSET programmes to support governors, the Senior management team, teachers, teaching assistants and SENDCo.

10 Monitoring and evaluation

Our monitoring and review cycle for pupils with SEND is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

- 10.1 The SENDCO monitors the movement of children within the SEND system in school.
- 10.2 The SENDCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area.
- 10.3 The governors review this policy annually and monitor its effectiveness.

This policy should be read in conjunction with:

- All policies related to assessment, teaching and learning and curriculum
- Behaviour Policy
- Anti-bullying Policy
- Accessibility Plan
- Safeguarding Policy
- Equality Policy