



HOLY TRINITY CE PRIMARY SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Holy Trinity Mission Statement

We strive to be the best we can be in an inclusive, safe and supportive learning community; to nurture and equip pupils with positive attitudes so that they become effective members of a multi-cultural community who demonstrate the values of hope, faith and love and develop self-discipline and confidence in a Christian family environment.

"Pray together, learn together, play together"

Holy Trinity C of E Primary School

Special Educational Needs and Disability (SEND) Policy

Aims:

At Holy Trinity School, we are committed to ensuring equality of education and opportunity for special educational needs and disabled pupils, staff and all those accessing services from the school. We actively seek to remove the barriers to learning so that any pupil who has a special need or disability is able to feel valued, confident and achieve individual targets. The achievement of SEND pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We provide a balanced curriculum, which is aimed at enhancing learning for all pupils to participate in drama, sports and out of school activities, such as school trips. We work closely with and respond to guidance from parents and pupils. We are careful to use language, reading materials and other resources which portray a good image of people with disabilities.

This policy takes into account the guidance of the Revised Code of Practice for Special Educational Needs. A key principle is to promote a consistency of approach and to focus on preventative work to ensure that those with needs are identified quickly and early action taken.

This policy also takes into account the Equal Opportunities Policy, which states that Holy Trinity will not tolerate the harassment of SEND pupils, staff and visitors with any form of impairment and will also consider pupils who are carers of SEND parents. We will not treat a pupil or member of staff less favourably than other because of the nature of their SEND. We will endeavour to anticipate the needs of SEND pupils, staff and visitors before s/he joins the school.

This policy takes into consideration the Disability Discrimination Act 2005, which is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and visitors. "Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". (DDA 1995 Part 1 para1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act.

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

This will be achieved by:

1. Early identification and provision of appropriate teaching and resources to meet pupil's needs.
2. Taking the views of SEND Pupils into account.
3. Working in full partnership with parents.
4. SEND being seen in a positive manner by the school community.
5. Active liaison with SEND supports services.
6. Ensuring that pupils with SEND are as fully integrated as possible into the life of the school.
7. SEND pupils are given work that is appropriate for their needs and leads to achievement through realistic and demanding targets.

The Governors:

The Governors have a statutory duty to ensure that SEND pupils have their needs met. These duties fall within the framework of the School Standards and Framework Act 1998, which requires them to “manage” the school with the aim of raising educational standards for all pupils.

The Headteacher:

The Headteacher has responsibility for the daily management of all aspects of the school's work, including provision for SEND pupils.

Inclusion manager:

The Inclusion manager is responsible for the day-to-day operation of the school SEND policy and for co-ordinating the provision for SEND pupils. The Inclusion manager has senior leadership team (SLT) responsibilities.

Under the overall authority of the headteacher, the Inclusion manager is responsible for the following:

1. Liaising with and advising class teachers, support teachers and support staff.
2. Overseeing the EHC plan and co-ordinating provision for SEND pupils.
3. Maintaining the school SEND records.
4. Liaising with parents and pupils.
5. Liaising with external agencies.
6. Having oversight with the headteacher and Learning Mentor for the pastoral needs of pupils.

Parent's/Carer's Partnership:

There is also the need to be open and responsive to expression of concern and information provided by parents. They hold key information needed to support this process and their child's education. Holy Trinity recognises the importance of the partnership with parents and staff and meet regularly to discuss their pupil's progress. Parent's advice and input is sought particularly at the initial stage of identification and the drawing up and reviewing of EHC plans.

Parents are able to meet with the Inclusion manager and class teacher at Parents' evenings, as well as on an impromptu basis. In complex cases parents may seek further advice from Lewisham's Parent Partnership.

Pupil Participation:

We recognise that pupils have a right to be a part of this process. We aim to involve pupils in discussions relating to their SEND requirements at an appropriate level, according to their maturity. As appropriate, we intend to share EHC plan reviews and targets with pupils. Our overall aim is to build the confidence and self-esteem of all pupils, in particular, SEND pupils who have a low self-esteem.

Identification, Assessment and Provision:

Holy Trinity recognises the importance of early identification of SEND pupils. The Inclusion manager maintains a record of SEND pupils, in order to ensure that progress is monitored and reviewed at intervals. For SEND pupils who are underachieving, a variety of forms of assessment are used including observations and specific SEND assessment procedures and class based assessments.

Identifying Special Educational Needs:

There are 4 broad areas of need defined in the Code of Practice. These are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We use a range of approaches to identify children's needs including class observations, informal and formal assessments, discussions with parents and other professionals

Approach to SEN support:

All teachers are responsible and accountable for the progress and development of the pupils in their class by, first and foremost, quality first teaching that meets the needs of all

pupils. They may also direct and utilise high quality and focused interventions from teaching assistants or specialist staff.

The first step in responding to pupils who have or may have SEN is to provide quality first teaching which is differentiated for the needs of individual pupils.

Termly/ half termly pupil progress reviews are held with teachers, senior leadership team and team leaders to review pupil progress and to identify any pupils at risk of underachieving.

In addition to this, children with SEN are identified and support/ strategies put in place by the Inclusion manager in conjunction with the class teacher.

If the child is not making progress with quality intervention the teacher and Inclusion manager consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

At this stage the child will be recorded as having SEN support. The parent is informed in this process and a provision map is put in place. The provision map will identify barriers to learning and strategies, support and provision will be put in place.

The school has a range of assessment tools which may be used to gather additional information.

Dependant on the child's needs and evidence gathered a referral may be made to outside agencies such as:

- Educational Psychology (EP)
- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Child Adolescent Mental Health Service (CAMHS)
- Paediatrician
- Specific Learning Difficulties (SpLD)
- New Woodlands Behaviour outreach teacher
- Drumbeat ASD Outreach teachers

For some referrals a CAF (Common assessment Framework tool) may also be required. This will be completed with the parent.

Statutory Assessment of Special Education Needs:

In some cases, pupils' needs may not be able to be effectively met by the resources normally available within the school. In such cases, a request will be made to Lewisham LEA by the Inclusion manager for a Statutory Assessment. A parent or another agency with pupils can also make a request.

If the request is agreed and the evidence provided is accepted Lewisham LEA will issue an EHC plan and provide the additional funding through its matrix level. SEND pupils with an

EHC plan have annual review at a joint meeting of parents and professionals. Provision can be adjusted according to need.

SEN In-Service Training for Staff:

1. The school encourages all staff to attend SEND courses throughout the school year.
2. The SEND subject leader, in conjunction with the headteacher will attend relevant courses and feedback to staff.
3. Through SEND staff meetings and TA training sessions the SEND subject leader will provide INSET in matters relating to the Code Of Practice, The Disability Act and implantation of the school policy.
4. Support staff to receive SEND training and feed this back to staff at INSET.
5. Where appropriate the school will seek advice from the Lewisham Advisory service.

The Working Environment:

We will continue to seek to improve facilities for SEND pupils, staff and visitors by developing the physical environment of the school, within the reasonable limits of the available resources. We will seek to improve and maintain the following:

- Clearly marked signs
- Adequate furniture, fixtures and fittings
- Security and access and the school building
- Improved technology and communication
- Disabled toilet

Equal Opportunity Monitoring:

We will monitor data to ensure that pupils are making the best possible progress and which highlights potential underachievement. We will monitor the following,

- Admission
- Attainment
- Rewards and discipline
- Parental and pupil questionnaires
- Exclusions
- Incidents of harassment and bullying

Policy History

First Draft	June 2011
Reviewed	June 2015
Next Review	June 2016

This policy has been agreed by the governing body of Holy Trinity School on

.....26th November 2015.....

and supersedes all previous policies relating to this area.

SignedJ Paschoud..... (Chair of Governor)