

The Federation of Holy Trinity Church of England Schools

Special Educational Needs and Disability Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



Agreed by staff	28 th June 2023	Emailed & PDM Minuted
Ratified By Academy Council	28th June 2023	Signed & minuted
Shared with Parents	28th June 2023	School Website
Policy Revisit	September 2023	
Policy Review	June 2024	

Special Educational Needs and Disability Policy

Rationale

The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith, where pupils can learn and flourish together. Each day opens us new opportunities, a fresh start bringing horizons of hope, aspiration and joy! The schools within our Federation are totally inclusive schools; as such we will not tolerate discrimination on entry by gender, race, religion, disability or special educational needs. We actively seek to remove barriers to learning, provide equality of opportunity and secure a high expectation strategy to support and challenge all our learners. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Our Special Educational Needs and Disability Policy is designed to support the way in which all members of the Federation can learn and flourish together; We are a caring community, whose values are built on mutual trust and respect. This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement.

Aims

This policy is written to ensure everyone working in our Federation is clear about the ethos, principles, procedures and practice for pupils with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement.

All items in italics are taken directly from the [SEND Code of Practice 2015](#)

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best*
- become confident individuals living fulfilled lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training*

Things we **must** do:

- ensure that all pupils identified with SEND get the supporter entitled to— this means doing everything we can to meet the needs of SEND.
- Ensure SEND pupils engage school provision alongside their peers.
- Secure a member of the leadership team to lead and manage SEND provision across the Federation. This role will be identified as Special Educational Needs Disabilities co-ordinator, or SENDCo.
- Inform parents when we are making special educational provision for their child.
- Publish an annual SEN information report on our school website.
- Publish our arrangements for the admission of pupils with disabilities and arrangement in place to equality of provision for all pupils.
- Provide facilities to enable access to our school for all members of our school community as detailed in our accessibility plan
- Actively to promote equality all members of our school community

A member of our Local Academy Council has specific oversight of the school's arrangements for SEND. This person is identified on our school website. The School Leadership Team will regularly review how expertise and resources to address SEND are utilised to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by pupils with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school self-evaluation.

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Teachers Professional Standards
- Teaching Assistant Standards
- School's Accessibility Plan

Federation of Holy Trinity Church of England Schools Systems and Processes

How Do School Staff Identify Pupils with SEND?

6.2 Every school is required to identify and address the SEN of the pupils that they support.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that the child has SEN. Where there are concerns this needs to be logged and an assessment made by the class teacher, supported by the SENCo, if required. This is to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues.

If appropriate, the SENDCo may approach others such as Early Help as per the guidance in North Yorkshire County Council's (NYCC) Ladder of Intervention. Any child in our school with SEND will not be discriminated against, sanctioned or disciplined due to their special educational need.

6.17 Class and subject teachers, supported by the headteacher, will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *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*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The identification of SEN is built into our overall approach to monitoring the progress and development of all our pupils.

The steps below outline the process that we will follow to identify pupils with SEN.

1. A member of staff who identifies a concern about a pupil, for any developmental need will raise a 'Cause for Concern'. This is an online form which is scrutinised by the SENDCo. This is referred to as a '**short note**' in the SEND CoP. It is imperative that our initial concern is logged and dated. We use a School Tracking Document. Stored securely on TEAMS.

2. If a parent or pupil raises a concern, these concerns are noted, dated and recorded as a cause for concern. The SENDCo or pastoral worker will scrutinise the concerns and will respond to the parent within 2 working days.
3. The Class Teacher, working with the SENDCo, will meet to establish a clear analysis of the child's needs. At this point, there will be a meeting with parents to discuss concerns informally with parents to gather information around possible barriers to learning. The school will agree next steps and make reasonable adjustments to provision. These will be smart targets with an agreed review date.
4. At this point, a decision as to whether the child has SEND will be made in conjunction with the SENDCo. Their primary area of need will be defined, and a bespoke Target Mat will be written and shared with parents. The pupil will be added to the school SEN Register. The pupil will be classified as Code K on our school census. If required, we can seek advice from the local SEND Hub manager to clarify our decision. This will be undertaken by the SENDCo.
5. The SENDCo will maintain the SEN Register and Vulnerable Pupil Watchlist. All teaching staff can access the SEN Register and Vulnerable Pupil Watchlist. Anyone accessing the SEN Register and Vulnerable Pupil Watchlist must treat the content in confidence and in line with General Data Protection Act 2018 and Protection Regulations 2017 (GDPR). Each pupil's SEND Documents can be accessed via a secure TEAMS channel. It is the responsibility of the SENDCo to inform teaching staff or updated content for pupils in their cohort. All information such as Target MATS (SEN support plans), communications, reports, EHCPs, annual reviews etc. are available via individual pupil TEAMS channels.

There are 4 broad areas of SEND need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you would like further clarification of these areas of need, then consult the SEND CoP 6.28- 6.35 or discuss with our SENDCo. To assist us, NYCC has banding descriptors for each area of need. These can be found [here](#).

Special Educational Provision

Once a pupil has been identified as having a special educational need, and has been added to the SEN register, then a formal process begins. Parents will be informed that their child has been added to the SEN register and that additional and different provision is in place. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service ([SENDIASS](#)) and the [local offer](#). A link to this can also be found on our school website.

Graduated Response. It is a 4-part cycle: Assess, Plan, Do and Review.

The graduated response is outlined below:

1. **Assess.** Assess pupil's needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the pupil's need. The SENDCo will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required.

2. **Plan.** This will be undertaken at least termly and shared with the parents and pupil where appropriate. The plan is devised by the teaching team, supported by the SENDCo. The focus will be on how to overcome the barriers to learning identified in the assessment. Teachers are advised to refer to our whole school provision maps (found on TEAMS) to help plan for adjustments, approaches, resources or interventions as required. Where additional adult support is provided, it must be clear how, what and when this will be undertaken. The class teacher is responsible for monitoring the impact, supported by the SENDCo. Plans will be written or updated termly. The views of parents and pupils are of paramount importance and will be incorporated into the plan.
3. **Do.** The class teacher remains responsible for the pupil. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENDCo will support the class teacher in the further assessment of the pupil's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENDCo will monitor this provision.
4. **Review.** The class teacher will review the target mats in collaboration with the SENDCo. The impact and quality of provision will be evaluated. Revised target mats are shared with parents, and pupils where appropriate.

Involving Specialists

If at any point the class teacher, in consultation with the SENDCo, feel they need additional advice and support from an outside agency then the consent of the parent **must** be obtained first.

Referrals to outside agencies are undertaken by the SENDCo, in consultation with parents, teachers and pastoral worker when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based interventions/adjustments.

The teaching team will be asked to support the completion of any referrals. Class teachers are expected to engage with outside agencies, incorporate their recommendations into their plans, and facilitate information sharing between the parents and the outside agency.

Transition

SEND provision will include a plan for effective transition between phases of education. Teaching Teams will liaise with colleagues to ensure appropriate records are shared in relation to a pupil. This will be completed in a timely way so that the receiving establishment has all the relevant information they require. The SENDCo / Pastoral Worker will support the class teacher where necessary.

Education, Health and Care Plans (EHCP)

Where a pupil is in receipt of an EHCP, the provision in Section F of the EHCP will be provided. The SENDCo and teaching teams remain responsible for a pupil's progress. There will be termly reviews and the graduated response will remain in place. In addition, an 'Annual Review' will be facilitated by the SENDCo annually. This should be before the annual date of the plan being issued. The SENDCo or member of our senior leadership team will chair the meeting and complete the required paperwork..

Confidentiality

Staff will have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the pupil. Records should only

be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a pupil or her/his family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where a pupil's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If an outside agency professional, pupil, or parent of a child with SEND makes a disclosure regarding abuse or neglect, the member of staff alerted should follow our school safeguarding procedures.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils;
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including; personal intimate care, hence being mindful that such situations can increase the opportunity for an abusive adult to be alone with a child.

Roles and Responsibilities

School leaders and teaching teams, including the SENDCo, will analyse data to identify any patterns in the identification of SEN, within the school and in comparison with local and national data. We will then use this information to reflect on and improve the quality of education. The SENDCo will use the data dashboards to compare our school with local and national data annually and report to our senior leadership team. (The January census is used and the data is supplied by NYCC at the end of the summer term or early autumn term each year).

Role of the Local Academy Council

Our Local Academy Council will work with our Headteacher to ensure that our school meets its responsibilities under the [Children & Families Act 2014 particularly section 66](#) and Equality Act 2010.

All governors must have regard to the SEND Code of Practice.

Our Governors must ensure that a Special Educational Needs Disabilities Coordinator (SENDCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo).

- *6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and*

resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

- *6.97 They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

At Holy Trinity an SEN Governor is appointed to work directly with the SENDCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors must publish at least annually a SEN Information report.

- *6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.*

The report must contain as a minimum the 14 bullet points listed in section 6.79 of the SEND CoP and will include arrangements for supporting pupils who are looked after by the local authority and have SEN. Therefore, we will produce this annually and it will be uploaded onto our school website.

*xxi School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

Role of the SEN Governor

Our SEN Governor will:

- be familiar with the SEND Code of Practice 2015 particularly Chapter 6
- be a critical friend to our SENDCo by visiting at least once a term
- be aware of the numbers of pupils at our school with SEN and disabilities
- be aware of our SEND action plan.

Monitor:

- the progress and attainment of pupils with SEND
- attendance rates of pupils with SEND
- fixed term and permanent exclusion rates of pupils with SEND
- any internal exclusions including the frequency and length of time pupils with SEND are sent out of lessons as a behaviour management strategy
- that pupils are not being unfairly treated due to their SEND, for example being disproportionately being sent out of lessons, or excluded from taking part in wider educational experiences
- that pupils receive a broad curriculum and social experiences, including that they don't disproportionately miss out on curriculum content, creative activities and break times in order to access additional support
- that all policies are non-discriminatory regarding pupils with SEND.

Investigate:

- the gaps or differences in our performance, attendance or exclusion (including internal exclusions) levels between pupils with and without SEND
- our strengths and areas for development regarding SEND provision
- how SEND is represented in our school development plan, and whether progress is being made towards targets
- obtain the views of our parents of pupils with SEND, about their experience of the school's SEN provision
- obtain the views of pupils with SEND including their enjoyment and experience of learning
- obtain the views of our teachers, about their ability to implement the SEND plan

Report:

- each term to our full governing board on their findings

Role of the Executive Headteacher

The Executive Headteacher is responsible for the strategic development, policy and provision across the Federation.

They are responsible along with the Local Academy Council to ensure both schools meet their responsibilities under Children and Families Act 2014 and the Equality Act 2010.

The Executive Headteacher along with other members of our senior leadership team and SENDCo will publish a clear picture of the resources (e.g. a whole school provision map) that are available to the school.

The Executive Headteacher will ensure that any member of staff working with a pupil who has SEND is aware of their needs and have arrangements in place to meet them.

Role of the SENDCo

6.87 The SENCo has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCo will include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEN*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEN up to date*

The Federation of Holy Trinity Church of England Schools will ensure that the SENDCo has sufficient time and resources to carry out these functions. We will provide our SENDCo with effective CPD, sufficient administrative support and time to enable them to fulfil their responsibilities.

The monitoring of SEND provision across the Federation is an essential role of our SENDCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- classroom observation with a focus on SEND provision, resources and environment

- scrutiny of all SEND support plans content, implementation and impact
- quality assure the delivery of any interventions
- ongoing assessment of progress and impact made by intervention groups
- work sampling of pupils with SEND at least termly via book scrutinies
- attendance at pupil progress meetings
- pupil voice, through questionnaires/discussions, after interventions, about support/provision in class and homework
- teacher/TA questionnaires/discussions
- effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
- informal/formal feedback from staff, parents and pupils
- Pupil progress tracking, using assessment data (whole-school processes)
- attendance records of pupils with SEND
- whole school provision map
- pupil premium scrutiny and impact
- supporting pupils and staff with effective transition
- consider examination/test access arrangements
- support CPD with a focus on SEND in school
- termly meetings with our SEND Governor and report to our senior leadership team

Role of class teachers

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The role of the class teachers is to:

- support the SENDCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- support and engage with the SENDCo in regard to the SEND monitoring role
- identify pupils with SEND
- write effective SEN support plans, and implement and review them, as set out in this policy
- set high expectations for every pupil including those with SEND
- liaise effectively with parents and listen and act upon their concerns
- use appropriate assessments to identify barriers to learning and set targets that are ambitious for all pupils
- plan lessons that will address potential areas of difficulty and remove barriers to achievement.
- make reasonable adjustments to overcome barriers to learning
- remain responsible for working with SEND pupils on a daily basis
- actively engage in SEND initiatives and CPD.

Role of all staff

The role of the support staff is to:

- ensure pupils become independent, resilient learners
- promote self-esteem and social inclusion
- develop their knowledge of the curriculum
- work collaboratively as part of teaching teamst o overcome any barriers to learning
- report any observations about pupils they are supporting to the class teachers
- contribute to reports for reviews of pupils with SEND
- actively engage in SEND initiatives and CPD.

A Graduated Response to SEN Support at The Federation of Holy Trinity Schools

IDENTIFY

Does the pupil require additional/ Different support to be able to access learning in the classroom or to show that they feel safe/secure within school?

Child not on the SEND Register?

Complete the Quickchecker document for the relevant Key Stage. *What is this telling you about possible barriers to learning?*

If you, alongside the SENDCo, believe the child may have SEN Proceed to Assess

YES

NO

ASSESS

Before identifying a child as needing SEN support, the class teacher, working with the SENDCo, should establish a clear analysis of the child's needs.

Speak to SENDCo. *Do you need some specific assessments undertaking to give you more information about a particular area of need?*

Speak to parents / carers/and the child alongside SENDCo. *Do they share your concerns and are they seeing the same things at home? How is the child feeling about School?*

On SEND Register but concerned about progress?

Check provision outlined in the child's Target Mat/EHCP is in place. If this is not having an impact, think about what other resources are available and have a discussion with the SENDCo.

PLAN

Alongside the SENDCo, speak to parents and support staff and plan what you can do to support the child and / or try to remove the barrier to their learning.

Create a target mat. Set some targets relevant to the area of need identified in the assess stage – ensure they are Specific / Measurable / Achievable / Realistic / Time measurable

Once the target mat has been checked by the SENDCo, share Target Mat information with all staff working with the child.

DO

Put in place the provision / resources outlined in the target mats and support the pupil to work towards the SMART targets.

REVIEW

Review target mat. Have the targets been achieved?

Yes - does the pupil still require additional and different support? Yes – set new targets. No – Discussion with SENDCo about possible removal from the SEN Register

No – do we need to undertake further assessments? Do we require further help / advice to understand how to best support this pupil? Discussion with SENDCo about referral to outside agencies.

SENDCo to send reviewed Target Mats to parents / carers at least once per term. Meetings arranged as necessary.

Continue with Quality First Teaching in the classroom



Target Mats to be reviewed and set at least every term:

OCTOBER

FEBRUARY

JUNE

To be checked and sent by SENDCo.

Example of Target Mat

	Main area of need: Communication and Interaction	Second
Short-term outcomes	<ul style="list-style-type: none"> To independently calm / regulate himself, using taught calming strategies 4 out of 5 times ACHIEVED – David is increasingly settled in class and no longer requires an individualised behaviour plan To take turns with a talk partner and verbally communicate with them, with support from a familiar adult, for 3 minutes per lesson ON-GOING – Davids now sit next to a talk partner with decreasing adult support To independently transition into a lesson 4 out of 5 times ACHIEVED – David no longer requires an individual now / next board and uses the whole class visual timetable 	<ul style="list-style-type: none"> Short term outcomes February – May Realistic, Achievable, Aspirational May come from an EHCP Assessment based – pre-/post assessment Curriculum based – class assessment data
Provision: Additional & Different	<ul style="list-style-type: none"> Lego Therapy Intervention (1 x a week 15 minutes) Use of 'Success in Schools' behaviour plan Use of regular extension/provision for when Davids has completed or finished his work to support a reduction in anxiety levels Regular adult check-in to support transitions and develop co-operation skills with a talk partner Individual 'now and next' timetable Opportunity for soothing/self-regulation Access to lunchtime 20/20/20. 	<ul style="list-style-type: none"> Provision: Additional & Different What are you putting in place to help this child meet their specific <u>short term</u> outcomes?
Provision: Universal	<ul style="list-style-type: none"> Whole-class visual timetable Daily, planned wellbeing sessions Whole-class discussions to promote a 'team approach' and embed skills of working together as talk partners/using Trinity Tricks for learning Appropriately challenging curriculum - encouraging active participation. Whole Class Friendship and Social Skills Intervention 	<ul style="list-style-type: none"> Provision: Universal What happens in your class to help this child to meet these targets?
Agreed actions: Pupil/ family	<ul style="list-style-type: none"> Agreed regular contact about incidences arising. 	<ul style="list-style-type: none"> Scaffolds Learning wall Resources Teaching styles – encouragement / rewards
	Agreed actions: Pupil / family What are parents / pupils expected to do to help this child meet their <u>short term</u> outcomes?	Signe