

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We strive for excellence in teaching and learning to achieve high standards together.'

Special Educational Needs Policy

Sub Committee to review	CPC
Target Audience	All staff, Governors
Curriculum / non curricular	Non curricular
Associated Policies / Documents	SEN Information Report, Equality and Disability
New Policy or Review of existing policy.	Review
Date of Submission	January 2019
Date for Review	January 2020
Reviewed	Annually
Date ratified by Governors	February 2019

Special Educational Needs Policy

1. Introduction
2. Roles and Responsibilities
3. Identification, assessment and review procedures
4. Individual Learning Plan
5. Educational Health Care Plan (EHCP)
6. Training and Resources
7. Admission arrangements
8. Links and Use of outside agencies
9. Supporting Pupils and Families
10. Supporting pupils with medical conditions
11. Complaints procedure

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations

1. Introduction

Holy Trinity CE Primary School is an inclusive school. We are committed to ensuring that all children have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school overcoming potential barriers to their learning and making special provision within the curriculum to meet their individual needs. We aim to have high expectations for all pupils including those with Special Educational Needs and will demonstrate an ambitious vision and plan of action to enable planned outcomes to be achieved.

We define SEN in the following way:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability or physical impairment which prevents or hinders children from learning .
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.

Every teacher is a teacher of every child including those with SEN. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives of our SEN Policy

1. To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made and their needs met and attainment raised.
2. To work within the guidance provided in the SEND Code of Practice 2015.
3. To allocate staffing and resources in ways which reflect differing individual needs as finances allow.

4. To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable.
5. To Plan an effective curriculum to meet the needs of children with SEN which is stimulating, focused and challenging.
6. To involve parents/ carers in the identification and review outcomes set for individual children.
7. To ensure that learners express their views and are fully involved in decisions which affect their education.
8. To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs.

2. Roles and Responsibilities

The governing body will:

1. Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties towards all children with special educational needs.
2. Appoint an SEN Governor.
3. Ensure that the necessary provision is made for any child who has special educational needs.
3. Ensure that there is a written SEN policy containing the information as set out in the SEN Code of Practice.
4. Report to parents/carers through the governing body on the implementation of the school's policy for children with SEN.
5. Ensure they are up to date and knowledgeable about the school's SEN provision, including how funding, equipment personal resources are deployed.
6. Perform the duties of the Special Educational Needs and Disability Act (2001), The Children and Families Bill (DFE, 2013) and the Equality Act 2010 – Please see website for further details.
7. Ensure the appointment of an appropriately qualified SENCo.

The SENCo will:

Mrs. Annabel Wharton is the SEN Coordinator (SENCo). Mrs Helen Davidson is SENCo for the school for the year 18/19. She is accountable to the Head teacher and is part of the leadership team. Jackie Sawers is the SEN Higher Level Teacher Assistant who supports the SENCo role.

1. Ensure day to day operation of the SEN Policy and the deployment of teaching assistants.
2. Provide advice to staff supporting, liaising with them and where necessary supporting the completion of Individual Learning Plans (ILPs).
3. Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
4. Along with the SEN HLTA, line manage the teaching assistants.
5. In consultation with class teacher, set up, monitor and review ILPs.
6. Overseeing and maintaining resources for special educational needs.
7. Liaising with outside agencies.

8. Contributing to and, where necessary, leading the continuing professional development of staff.
9. Monitoring, evaluating and reporting on the provision for children with SEN to the head teacher and governing body.
10. Coordinating the range of support available to children with SEN.
11. Together with the class teacher liaising with parents/carers of children with SEN.
12. Maintaining and monitoring a Provision Map which details the various programmes and arrangements in place to meet identified needs.

Teachers will:

1. Deliver high quality first teaching for all children.
2. Take responsibility for meeting the learning needs of all children in their care.
3. Differentiate the curriculum appropriately for all children in their class.
4. Understand and follow the SEN policy.
5. Review and set new targets for Individual Learning Plans (ILPs).
6. Meet parents a minimum of 3 times during the year to discuss progress against outcomes and new targets. (ILP meetings).
7. Review and implement recommendations from professional reports for children at SEN support or with an Educational Health Care Plan (EHCP).
8. Keeping regular dated records and evidence.
9. Liaising with parents, Teaching Assistants, support teachers, Meal Time Supervisors, SENCo and Head teacher.
10. Accessing and organizing appropriate resources with support from the curriculum post holders and SENCo.
11. Liaising with external advisors e.g. Advisory Teachers, therapists etc.

Teacher Assistants will:

1. Work closely with the class teacher to ensure suitable work and resources are set.
2. Read and follow the SEN policy.
3. Contribute to and follow targets set within Individual Learning Plans.
4. Keep records to inform annual reviews and targets.
5. Assisting with SEN administration e.g. filing, display, records.
6. Liaise effectively and work in partnership with parents and professionals.
7. Liaise with class teachers, SENCo, SEN HLTA line manager and head teacher as matters arise concerning SEN provision.

3. Identification, assessment and review of Procedures

SEN support will arise from a four part cycle, known as the ***graduated approach***, which is central to the 2015 Code of Practice. Earlier decisions and actions are revisited, refined and revised which leads to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do

- Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

The Code of Practice (2015) does not assume that there are rigid categories of special educational needs, but recognises that children's needs and requirements may fall within or across four key areas.

These are: -

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health;
- Sensory and/or physical needs (including medical conditions).

The Graduated Approach Broken Down

1. At Holy Trinity 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.
2. Where possible teachers will meet every child's needs within the classroom through ensuring that planning, teaching and approaches are high quality and effective.
3. The quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils.
4. However where a child may continue to not make adequate progress, the class teacher will consult with the SENCo. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. It may be necessary to make provision which is additional to, or different from, that which is already provided.
5. Where additional interventions and targeted support is necessary and agreed (teacher, SENCo, child and parents), the child will be placed on the SEN register and given an Individual Learning Plan. This will ensure the cyclical process of assess, plan do and review becomes increasingly individualised (graduated approach).
6. If the child continues to make little progress we may reassess needs through diagnostic assessments. As a result of these assessments outside agencies may be consulted for further specialist support provided by the Local Authority.
7. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning.
8. An Outcomes Plan will be written to reflect these new targets after consultation with these agencies.
9. We will ensure that parental consent is sought before any outside agencies are involved.
10. Where despite all of our best endeavours, the child still makes little or no progress in the areas targeted we will discuss with the parents/carers and child the need for either of us to approach the Local Authority to request a statutory assessment. This may or may not result in the Local Authority issuing an Educational Health Care Plan.

4. Individual Learning Plans

Compiling an Individual Learning Plan is an opportunity for engaging the pupil and their parents/carers in a discussion about learning and results in a single agreed document.

This will include:

1. Which of the four key areas have been identified for support.
2. Attainment in key areas.
3. Long term outcomes.
4. Short term outcomes for continual review within a given time frame.
5. Entry self-assessment against outcome.
6. Teaching strategies and interventions to support learning.
7. Teacher review and assessment of progress against outcomes.
8. Exit Self-assessment of progress against outcomes.
9. Review date of plan.
10. Signatures from child, parents, teacher and SENCo.
11. Supporting evidence of progress and impact of strategies.

All ILPs are reviewed regularly to ensure they are effective working documents. Children with an ILP can also use this meeting time to celebrate their successes as part of the review.

Where a child has an EHCP we will carry out an annual review which parents/carers, child, outside agencies, SENCo and other staff as appropriate will be invited to attend.

5. Educational Health Care Plan (EHCP)

When applying for a statutory assessment for a pupil with severe and complex needs a range of written evidence from the school, the Educational Psychologist and any other external professionals who have worked with the child will be required to support the request for statutory Assessment. If this is successful, the Local Authority must conduct an assessment of education, health and care needs in order to determine if an Educational Health Care Plan is necessary.

To support the application the school may provide all or some of following documents of evidence:

- Ongoing regular teaching records
- Individual Learning Plans.
- Behaviour Management Plans
- Behaviour Logs
- Assessments
- Samples of work
- Letters to and from parents
- Written observations
- School reports
- Reports from outside agencies
- Provision overview
- Foundation Stage Profile

When planning provision for pupils with Educational Health Care Plans we will ensure that:

- All staff working with pupils have read and understood the EHCP and any specialist reports.
- A clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice.
- Targeted provision that addresses the pupil's needs is planned, with agreed outcomes and review points.
- Any additional training for teachers and support staff is arranged.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed.
- The SENCo monitors progress once a term with all relevant staff, parents/carers and pupils.

Where the local authority indicates additional support (teaching assistant/specialist teacher) on the EHCP, we will focus first on the agreed outcomes being sought and then on how the additional resources can be used to meet the agreed outcomes.

6. Training and Resources

1. Many of the resources used by children having special educational needs are available within the classroom.
2. Money may also be spent on further additional resources and staffing costs as appropriate.
3. Any requests for additional resources should be made to the SENCo.
4. All staff are encouraged to undertake training and development in order to maintain the quality of teaching and provision to respond to the strengths and needs of all pupils. This can be met through external training courses and in house inset sessions.
5. The school SENCo regularly attends the LA SENCo network meetings in order to keep up to date with local and national updates in SEN.

7. Admission Arrangements

1. Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school.
2. All children will be treated according to their needs in line with the schools policy for equality for opportunity. No child will be denied an admission because of his or her race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make adjustments to ensure the child's needs are fully met.
3. If a child is transferring into the school with an EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.
4. Any variation to the above will need to be agreed by the full governing body.

8. Links and Use of Outside Agencies

1. Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs.

2. Where it is necessary to contact outside agencies, the SENCo will usually make the arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, The High Incident Support Team, Speech therapists, Occupational Therapists and other relevant professionals.
3. Any of these agencies may be involved in planning or delivering provision. They will contribute to setting and reviewing outcomes in order to ensure children's attainment is raised.

9.Supporting Pupils and Families

1. Parents should refer to the LA local offer for information and support and to access links with other agencies. This is available on our website together with admission arrangements.
<http://www.holytrinityceschool.org/>
2. Transition into the school, from class to class and across Key Stages and onto secondary school is managed very carefully for all children especially those with SEN, and parents are included in all arrangements regarding transition.
3. Parents/carers are important partners in the working relationship with the school in raising their child's attainment. This is highly valued by all members of staff. Parents/Carers' contribute to the Assess, Plan, Do and Review cycle, which is central to the Code of Practice 2015.
4. Children are encouraged to actively participate in assessing and reviewing their learning.

10.Supporting Pupils at School with Medical Conditions

1. The school recognises that pupils 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.
2. Some children may have SEN and medical needs that are stipulated in their EHCP (Educational Health Care Plan). The EHCP will address health and social needs as well as special educational provision. The school is committed to following these plans as is outlined in the SEN code of Practice (2015).

11. Complaints procedure

If parents/carers have a complaint concerning SEN provision for their child they should discuss this with the class teacher or the SENCo.

If this proves unsuccessful the matter should be referred to the Deputy or the Head teacher.

Should the matter still be unresolved the parents/carers should contact the SEN Governor.

If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the local Authority if necessary.

Reviewed By: Helen Davidson and Jackie Sawers

Date: October 2018

Policy to be reviewed: October 2019