



**Trinity Church
School
SEN Policy
2019-
2020**

'Together we learn'

1. Introduction

- 1.1 This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for the children with Special Educational Needs at Trinity Church School. LA guidelines and DFE Code of Practice 2014 have been taken into consideration in the formulation of this policy
- 1.2 This document provides a framework for the identification of and provision for children with Special Educational Needs at Trinity Church School. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and committed to the agreed strategies.

2. Principles

- 2.1 We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.
- 2.2 We use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs

3. What are Special Educational Needs?

- 3.1 As defined in the Code of Practice (September 2014) children have Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two or more, special educational provision is educational or training provision that is addition to or different from that made generally for other children or young people of the same age by mainstream schools.

3.2 Children have a learning difficulty if they:

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

3.3 Disabled Children

Under the Equality Act 2010, children may have a disability that is "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities". This includes:

- Sensory impairments
- Long term health conditions (e.g. asthma, diabetes, epilepsy, cancer)
- A condition that is a year or more and more than minor or trivial.

Special educational provision may be necessary without the child necessarily having SEN.

4. Aims and Objectives

Inclusion	<ul style="list-style-type: none"> The school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances To be an inclusive school that meets the diverse needs of pupils so that children have equal access to succeeding. To ensure that these children are fully included in all aspects of the school.
Curriculum	<ul style="list-style-type: none"> To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs and aspirations. To show an understanding that supporting difficulties in learning and/or behaviour is part of high quality mainstream education
Aspirations	<ul style="list-style-type: none"> To promote self-worth and enthusiasm by encouraging independent learning at all ages. To be aware that every child is entitled to a sense of achievement.
Identification	<ul style="list-style-type: none"> To identify at the earliest opportunity all children who need special provision to support their learning and educational development. To be aware that any pupil at some time during their education may have special educational needs. To identify children who will need extra resources/provision within their school career.
Assessment and Monitoring	<ul style="list-style-type: none"> To regularly monitor, review and assess the needs and suitability of provision for children with special educational needs. To request, monitor and respond to parents and pupils views in order to evidence high levels of confidence and partnership.
Working in partnership	<ul style="list-style-type: none"> To work in partnership with the child's parents and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. To involve parents and pupils in developing a partnership of support.

5. Roles and Responsibilities:

SENCo	<p>Siobhan Waterhouse The SENCo is responsible for:</p> <ul style="list-style-type: none"> daily implementation of the SEN Policy coordinating provision for children with SEN liaising with and advising staff on SEN issues updating the SEN provision maps overseeing records of SEN pupils contributing to the in-service training of staff liaising with parents and external agencies and transfer schools managing Teaching Assistants coordinating and developing school based strategies for the identification and review of children with SEN monitoring progress of children on the SEN register
SEN Governor	<p>Jen Hird On behalf of the governors is responsible for:</p> <ul style="list-style-type: none"> monitoring SEN provision reviewing the policy annually and consider any amendments challenge the school and its members to secure necessary provision for any pupil identified with SEN ensure that children with SEN are admitted to the school in line with the admissions policy
Staff	<ul style="list-style-type: none"> All staff at Trinity Church School work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEN. Provide appropriate support for children Plan for children's full participation in learning and physical and

	<p>practical activities</p> <ul style="list-style-type: none"> • Support children to manage their own behaviour and take part in learning effectively and safely • Develop appropriate and measurable targets for children's individual plans.
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6. Admission Arrangements

- 6.1 Our school strives to be a fully inclusive one. All pupils are welcome, including those with special educational needs. Children who meet the admission criteria will be admitted to school provided the appropriate level of facilities are available to meet their individual needs.
- 6.2 Any applications from parents of children who have SEN but do not have an EHC plan will be considered on the basis of the school's published admissions criteria as part of normal admissions procedures
- 6.3 This special needs policy document will be used in conjunction with other school policies.
- 6.4 All children, including those with special needs, will be expected to follow the behaviour policy. Policies are kept in the school office and on the MNSP network and are available to parents on request. The behaviour policy is given to all parents in the welcome pack each autumn term.

7. Identification, Assessment and Provision

7.1 Provision for children with SEN is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. The SEN Code of Practice recognises four broad categories of special educational needs:

1. Communication and interaction
2. Cognition and learning
3. Social, mental emotional health
4. Sensory / physical

7.2 The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Identifying SEN

7.3 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from observations and from any more detailed assessment of the child's needs.

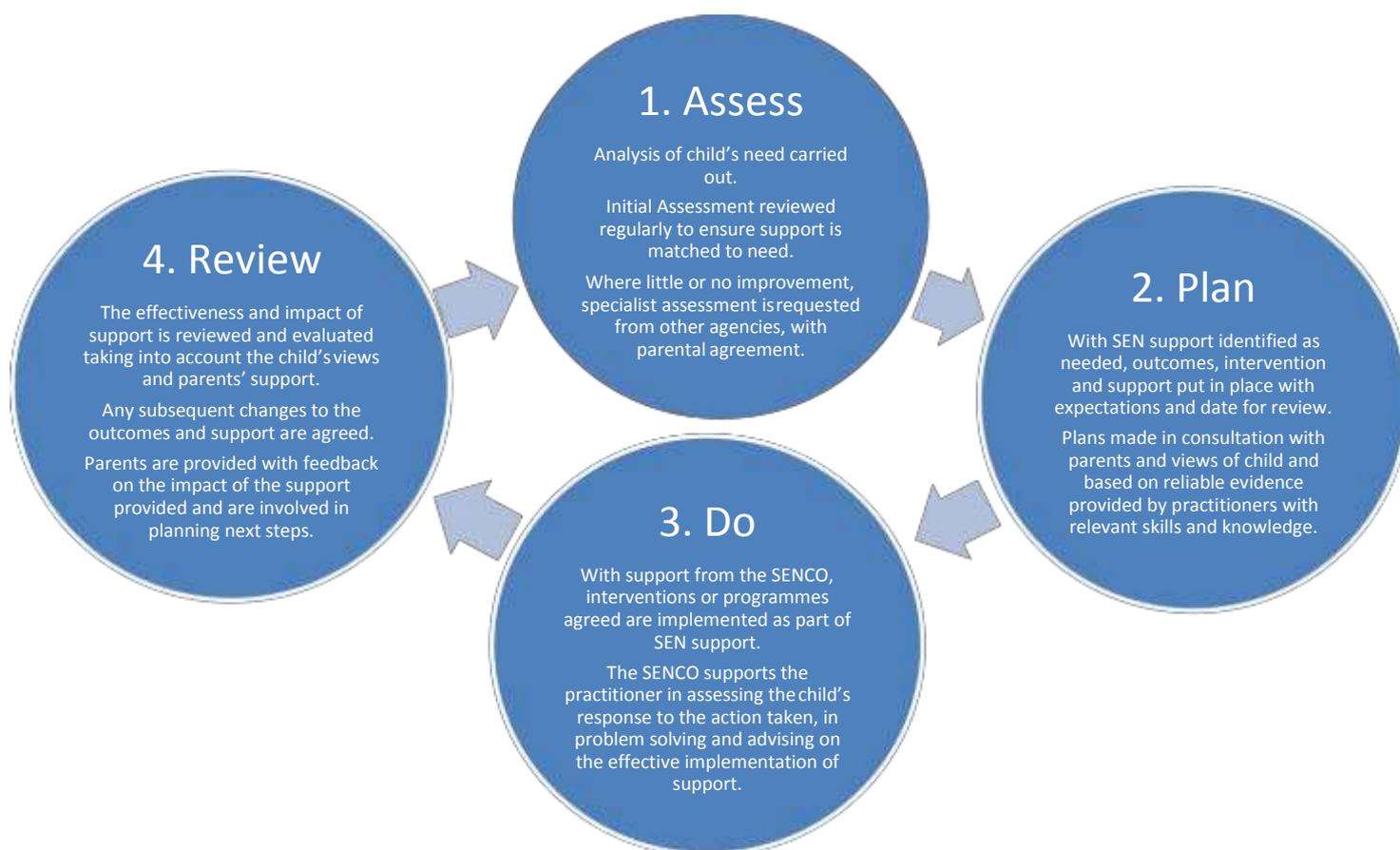
7.4 Consideration is made of a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the school, this also informs decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

7.5 A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special

Educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, an assessment will be made to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach will be adopted.

Graduated Approach:

7.6 Identification, assessment and provision follows a graduated approach, as required by the 2014 Code of Practice.



7.7 This cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the school, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the school, at agreed times.

7.8 The graduated approach is led and coordinated by the SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials and relevant outside agencies.

7.9 The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's preschool years or previous school if transferring.

7.10 If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

7.11 When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

7.12 The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the Class Teacher and/or SENCO, parents and young person.

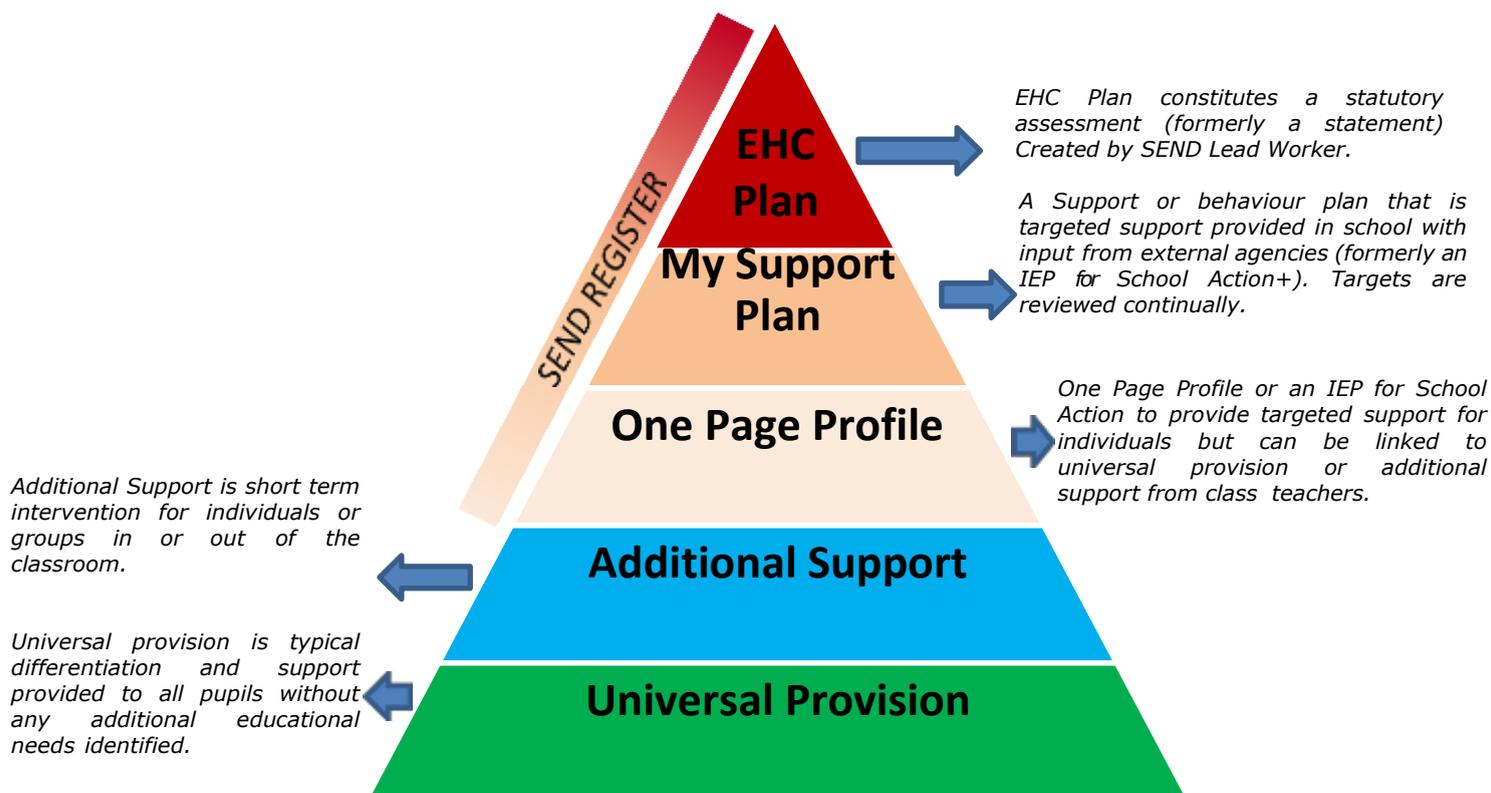
8. Provision

8.1 The school produces a whole school provision map to show levels of need and provision throughout the school. This is regularly monitored and updated following reviews and entry to exit from the SEN register.

Education Health Care Plans

8.2 As per the policy for BANES LA, the school has adopted EHC Plans. During 2014 with the transition to the new Code of Practice, children formerly on School Action or School Action+ will be reviewed and placed on the new plan scheme as appropriate.

8.3 In order to ensure we meet the needs of all pupils at all levels we follow the following structure of support across the school:



School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

8.4 A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

8.5 The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, (e.g. from external agencies, such as EP)
- Views of the parents.

8.6 The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed regularly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, a member from the Secondary SEN team is invited to the review and the SENCO from the secondary school will be informed of the outcome of the review.

Plans and Targets

8.7 Support Plans are detailed documents identifying :

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful

8.8 Phases of Intervention:

<i>Wave I</i>	Inclusive quality first teaching for all – usually at universal level.
<i>Wave II</i>	Additional interventions which offer short-term extra help to accelerate key points of learning. This is provided in small groups targeted and time limited.
<i>Wave III</i>	Offers intensive targeted support when small group intervention fails to work. Pupils requiring this level of support will usually have Individual Education Plans and may also have additional advice from the Advisory Teacher for SEN, Learning Support Services.

9. Allocation of Resources

9.1 Resources are allocated by the finance committee of the governing body. The SENCO, in consultation with the Headteacher, is responsible for the use of these resources and the deployment of the designated support staff.

9.2 The allocation of support times to pupils is calculated on the basis of time given per class and the level of need among pupils within classes. Pupils with statements of special educational needs are treated separately according to the level of their needs and the requirements of their statements.

10. Curriculum Access

10.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

10.2 "A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum" (National Curriculum Inclusion Statement 4.3 Sept 2013).

10.3 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

10.4 Staff plan lessons that incorporate the different learning styles that children have.

10.5 All children on the special needs register have an Individual Education Plan with individual targets which break down the existing levels of attainment into finely graded steps and targets to ensure that children experience success.

10.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10.7 We use a range of strategies to support children with communication difficulties during play or transition times- these may include 'Dove Time' play support linked with a lead adult, or 'Viz Club' targeted support to encourage positive play and friendships.

11. Partnership Within and Beyond the School

Links with Parents

- 11.1 The school will promote a culture of co-operation with parents by:
- Ensuring all parents are aware of the school's "arrangements for SEN"
 - Informing all parents when a child is placed on the SEN Register and offer the opportunity for discussion
 - Holding formal consultations between the class teacher, parents and when appropriate the SENCO to discuss the child's needs and approaches to addressing them
 - Undertaking Annual Reviews for children with statements for SEN.
 - Holding SEN support coffee afternoon and mornings.

Links with Children

- 11.2 In this school we encourage pupils to participate in their learning by:-
- Being involved in target setting and identifying teaching and learning strategies that work for them
 - Incorporating their views in all aspects of their education
 - Encouraging independence.

Links with other schools

11.3 Our school will ensure that all transfers between schools are planned, monitored and supported to ensure the successful outcomes for children. We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.

Working with External Agencies

11.4 The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with other schools and other specialist provision.

12. Staff Development

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. Governors will be informed of school based training. Staff will be involved in developing practices which promote whole school approaches to special educational needs.

- The SENCo, class teachers and teaching assistants will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they are supporting.

13. Evaluating Success

The success of the schools Special Educational Needs Policy and Provision is evaluated through:

- Monitoring of classroom practice by SENCO and Headteacher
- Analysis of pupil tracking data and test results for groups of and individual children
- School self-evaluation
- The School Development Plan.

14. Complaints

Any complaints regarding the Special Educational Needs Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Special Educational Needs Governor, Mrs Jen Hird.

To be Reviewed by Governors:	Date:	Review date:
	January 2019	October 2019