



Trinity Church School

SEND Policy Statement



Learning Growing Believing Together

SENDCO: Mrs Clair Hurley

Local Offer: [SEND Information Report](#)

Vision

At Trinity we promise to respect, show kindness and encourage each other as we learn to grow together.

We recognise that we are all unique and precious to God.

together we create our school family, a place where we are celebrated for who we are and all that we achieve.

The ethos of Trinity Church School is based on Christian values. As we Learn, Grow and Believe Together, “We encourage one another and build each other up” (Thessalonians 5:11). We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued. We seek to inspire a lifelong love of learning, through nurturing **all** abilities, enabling every student to prosper and fulfil their potential. We endeavour to develop our core values of Respect, Trust, Courage, Compassion, Friendship and Creativity through our curriculum and school life in **all** pupils at Trinity Church School.

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an appropriate and high-quality education with an inclusive curriculum to ensure that all students in our community achieve their potential. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals who ‘learn, grow and believe together’.

Special Educational Needs include learning, social, emotional, physical and mental health difficulties. In some cases, the need may be of a relatively short term nature, in others long term, and in some, permanent.

The emphasis at Trinity Church School is on defining the child’s Special Educational Needs, discovering the most appropriate provision, and working collaboratively to put provision into place and to monitor and celebrate progress.

Purpose

To create a well ordered, positive and supportive environment where all learners have the opportunity to flourish and succeed whatever their talents or abilities.

- To identify students with special educational needs and disabilities and ensure that their needs are met within all aspects of the school day
- To ensure that the needs of students are known to all who teach and support them and that all staff are able to identify and provide for those pupils who have Special Educational needs;
- To ensure the school pays due regard to the Code of Practice when carrying out its duties with students with special educational needs
- To work in partnership with parents, ensuring that they are informed of their child’s special needs and that there is effective communication between school and parents.
- To ensure that our students have the opportunity to express their views and are fully involved in the decisions which may affect their education
- To promote effective partnership and involve outside agencies when appropriate.

A Definition for SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice, 2014: xiv).

Responsibilities

Governing Body

The Governing Body ensures that the school complies with legislation related to Special Educational Needs.

The Governing Body:

- Establish this policy, in consultation with the Executive Head teacher, staff and parents, and keep it under review
- Ensure the policy is communicated to students and parents, is non-discriminatory and the expectations are clear
- Acknowledge and be aware of the SEND code of practice
- Appoint a SEND governor
- Do its best to ensure that the necessary provision is made for any student who has special educational needs
- Robustly monitor the effectiveness of this provision in terms of expected student outcomes and hold key staff to account in this regard.

Executive Headteacher

The Executive Headteacher designates the SENDCO to have lead responsibility for SEND.

- Ensures that this policy together with related procedures are implemented across the school and other external services to ensure appropriate action is taken to address identified issues
- Ensures that all staff are aware of their responsibilities and given training appropriate to their role.
- Provides sufficient funding to carry out the responsibilities for students with special educational needs.
- Ensure that the school works in partnership with the Local Authority and Midsomer Norton Schools Partnership.

SENDCO

The school SENDCO is **Mrs Clair Hurley**. The SENDCO holds the National Award for SEND Co-ordination.

The key responsibilities of the SENDCO include:

- Strategically plan for SEND provision across the school and pre-school.
- Oversee the running of the provision for students with SEND including supporting class teachers, ensuring small group and individual student support is evidence based and appropriate to a child's send needs.
- Organise and oversee the SEND provision provided by the SEN Teaching Assistants and have overall responsibility for the performance management of SEN Teaching Assistants.
- Maintain the school's SEND register and all relevant documentation
- Monitoring progress, through the use of data, to ensure positive outcomes for SEND students
- Liaise regularly with other members of SLT, teachers, parents and external agencies
- Ensure annual reviews for students with an Education, Health and Care Plan are completed within the statutory timeframe
- Regularly review and monitor SEND provision within the school
- Liaise with external agencies including the Local Authority support and Educational Psychology services, Speech & Language, Occupational Health, CAMHS, Paediatricians and Social Services.
- Liaise with the subject leads to ensure that the needs of SEND students are met throughout the curriculum
- Provide in-house training to meet the needs of individual members of staff and the needs of the school as part of the school CPD programme.

Teaching Staff

All teachers are teachers of SEND.

It is the responsibility of all staff to make appropriate provision for students with SEND so that they can learn and make progress at the same rate as their peers. This includes:

- Using information in the SEND register and the strategies/training provided when planning lessons and activities to ensure that all students can access learning at all points of the lesson

- Having high expectations of students with SEND and ensuring that the work they are set is accessible and sufficiently challenging to allow them to make good progress;
- Ensuring tasks are scaffolded and adapted to take account of the individual needs of students with SEND
- Monitoring the progress of students with SEND adjusting planning making adaptations and scaffolding to ensure inclusion where a students is not making progress in line with peers
- Lead and work in partnership with SEND Teaching Assistants so that everyone is fully involved in promoting the progress of students with SEND; this includes providing sufficient information so that TAs can plan ahead and to have regular discussions about the work.
- Raise concerns with the SENDCO and work collaboratively with them to address problems that arise in the classroom.

HLTAs and Teaching Assistants

HLTAs and Teaching Assistants will:

- Liaise in class with the teacher, supporting teaching and learning, to ensure the needs of **all** students are met.
- Work with students 1:1 and in small groups for intervention and working on individual pupil SEND targets.
- Work with the SENDCO and class teachers to develop programmes of study for groups and individual students.
- Attend appropriate training to support their role.
- Deliver personalised plans guided by external professionals including: Speech and Language Therapy, Occupational Therapy.

Parents/Guardians/Carers

Parents/Guardians/Carers are responsible for:

- Attending EHC Plan annual reviews or SEND Support Plan review meetings.
- Informing the SENDCO of any concerns or updating information regarding the students.
- Supporting the school to effectively address difficulties experienced by their child.

Schools Administration and Admissions

The Executive Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities; this policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability and Discrimination Act 2001.

In the case of a student with an EHC plan, the Local Authority has a responsibility to name the school the student should attend. However, parental voice is considered and the school will be consulted as part of the statutory process.

The SENDCO, in collaboration with the Executive Headteacher will formulate a response to the consultation.

Involvement of outside agencies

The school will work positively with external agencies and to provide the necessary support and guidance to meet the identified needs of the students on the Code of Practice.

Additional Supporting Information Roles of the SEND Team

The SEND team work with the SENDCO to ensure that pupils SEND needs are met in order that SEND pupils are able to access the curriculum based on needs identified though in-school assessment or by external professionals. This is achieved through:

- Delivery of Speech and Language programmes.
- Delivery of Occupational Therapy programmes.
- Delivery of THRIVE and ELSA support.
- Delivery of Autism Support

The SEND Team:

- Provide support to teachers and undergo additional training in the education of students with learning difficulties.
- Provide expertise in the education of students with emotional and behavioural difficulties
- Provide care and expertise for a small number of students with physical disabilities

- Support students in class as often as is possible and/or appropriate, whilst ensuring they develop independence.
- The SENDCO ensures that other schools to which they may transfer know our students' Special Educational Needs.

Identification, Assessment and Monitoring Arrangements

The school follows the graduated approach outlined in the Revised Code of Practice, in identifying students with SEND.

Early identification, assessment, provision planning and review for any SEND Child are very important as it can maximise the likely positive response and outcome for the child.

It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected. The Early engagement of external agencies may support early identification of needs and reduce the long term impact on the child's learning or well-being.

Acorns Pre-School

The process of identification normally starts in our pre-school and through liaison with our wider feeder Pre-schools. The SENDCO works alongside our Pre-school and Nursery leads, liaising with parents and health visitors to identify any additional needs. Children are discussed with the SENDCO if they are not meeting their milestones as measured by the Development Matters and Birth to Five statements. *Team Around the Child* meetings enable parents, pre-school and wider professionals to work together to identify specific needs. SEN Support Plans are put in place to monitor small steps of progress which begin the Assess Plan Do Review cycle. When meeting the Local Authority threshold, applications are made for Transition Support Funding to support pupils in their move into primary school. Additionally, the SENDCO and Early Years Lead Teacher visits our wider feeder Pre-schools to meet new children and discuss any presenting needs or challenges during Term 6 and this is followed up with a School Entry Plan meeting for any pupils with identified SEND needs.

ASSESS

On entering school, the reception teacher completes assessments for all reception pupils to identify any needs requiring support.

Throughout the school, regular assessment including phonics monitoring, NFER assessment, reading and spelling age assessments which additionally identify when a pupil's learning is not developing at the expected pace and depth for their age.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an additional language are not SEND. The school will liaise closely with the wider professionals to ascertain whether or not a child with English as an Additional Language also has SEND.

Additional diagnostic assessments of pupils' cognitive profile are completed following class teacher discussions with parents to identify potential areas of need and guide provision.

With parental consent, information is sought from a range of wider professionals when the graduated response by school has been completed and further information is required.

Students with special educational needs are regularly re-assessed to track progress, in line with the graduated response to supporting learning needs as recommended in the Code of Practice (2015).

Specific requests for support are also considered from various sources including parents and teachers. The school endeavours to assess, identify and intervene as far as is possible.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, an assessment will determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. An Early Help Assessment (CAF) may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Social, Emotional and Mental Health Needs are identified through class teacher relationships with pupils and parents. Bi-annual 'Right time Thrive' assessments are completed by class teachers and this may highlight pupils with additional needs in this area. The school's Track-It Light behaviour management system also highlights pupils

who are finding the school environment challenging and may need additional support. There is close liaison between the SENDCO and Safeguarding Lead.

There are four areas of need as set out in the SEND Code of Practice:

Cognition and Learning Needs

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time. Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical

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. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. 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.

Pupils with identified needs for who provision is in place that is additional from and different to that provided to their peers will be included on our Special Needs Register. The register is fluid and pupils will be added and removed as needs change. This will be discussed with parents during review meetings.

PLAN

Where it is decided to provide a child with SEND support, the school will discuss this with the parents. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Parents will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

DO

All pupils with SEND needs will have a SEND Support plan. These are written and reviewed 3 times per year by class teachers with the support of the SENDCO.

The plan identifies provisions and interventions in place to support the child and identifies additional targets of specific need for the child.

The class teacher will be responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or external specialists and continue to monitor and share progress with parents.

The types of interventions offered vary on an annual basis according to student needs but may include programmes to support phonics, literacy, numeracy, social needs, speech, language and communication, ASD, study skills and issues affecting social, emotional or mental health needs.

Daily educational provision is achieved through full inclusion in lessons supported by sensitive and creative adaptations of the curriculum. Consideration is given to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which give sensitive consideration to the expected pace of learning.

There are opportunities for individual and/or group activities.

There is access to a wide range of resources to support SEND pupils. The following list indicates the variety of resources that we have at our disposal:

- A range of books, materials and tasks to suit students of differing abilities;
- A range of ICT facilities including, Chromebooks and SEND software including Clicker 8 and Widgit Online (see ICT policy);
- Special Educational Needs resources including writing slopes, wobble cushions, pencil grips, talking tins, reading line trackers and a range of sensory resources.
- Access to a well-equipped nurture space 'The Rainbow Room' overseen by the Thrive Practitioner and ELSA.

SEMH needs are overseen by the SENDCO supported by the Senior Leadership Team. If a student becomes 'at risk', additional support strategies, alternative curriculum or the use of Pastoral Support Plans (PSPs) may be put in place in negotiation with parents and other agencies.

REVIEW

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. We will cooperate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

Educational Health Care Plans (EHCPs)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LEA 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.

The evidence will include:

- Previous SEND Support 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, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

EHCP Review

Children with an EHCP will be reviewed 3 times per year. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review and where appropriate will be invited to review the EHCP and SEND Support Plans strategies employed to enable the child.

Progress will be recorded within a SEND support plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision in place.
- How the targets will help the child in their learning
- Who is responsible for specified outcomes
- How the child can be successful

- The review date.
- Mid-point reviews are updated by teachers with parents and teaching assistants where and SENDCO support as needed.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

School trips & educational visits

The SEND Team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

Transition

A number of strategies are in place to enable effective pupils' transition. These include:

Secondary Transition

- During an annual review for pupils with an EHCP in Year 5 the transition school is discussed with parents and parents are supported to make decisions regarding school choice.
- During the Year 6 Annual Review for pupils with EHCPs inviting SEND representatives from the receiving school.
- The SENDCo will discuss SEND pupils with a SEND representative from transfer schools to share relevant data and information about the pupils.
- A planned transition programme is delivered in the summer term to support transfer for pupils starting school in September. The transition programme provides a number of opportunities for pupils and parents to meet staff in the new school.
- ALL SEND records of pupils who leave the school will be transferred once confirmation has been received that the pupil has begun to attend the new school.

EYFS Transition

- The SENDCo meets with all new parents of pupils who are known to have SEND at a School Entry Planning meeting to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous pre-school records, including SEND records will be requested.
- SENDCO will visit the pre-school with the Early Years Lead Teacher and meet the pupil and setting staff prior to school entry.

External Professional Agencies

The SEND Team work closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust and through the Midsomer Norton Schools Partnership SEND Support Team.

The school commission support from C&D Speech and Language Therapy and have a therapist in school weekly.

The SENDCO has regular contact with the following agencies:

- BANES Local Authority services
- Educational Psychology Service
- Hospital Education & Re-integration Service
- Social Care Services
- Looked After Children Support Team & Virtual School for LAC
- Specialist Family Intervention Service
- Connecting Families
- Integrated Working Team Primary Care Trust (Health Authority services)
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Impairment Team
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service

- Community School Nurse Health
- Educational Mental Health Support Practitioner Team (Oxford Health)
- Southside
- Young Carers

Other services:

- Children Missing Education Service (CMES)
- Off The Record
- Independent counselling services
- Children Unlimited – Occupational Therapy support service
- ASDSS (ASD Support Service)

Safeguarding pupils with SEND

Those pupils with special educational needs or disabilities may be more at risk of abuse than their peers. The school works closely with these pupils and families and listens to the pupils themselves through the process for formulation and regular review of additional support plans. Particular attention is given to those who may struggle to communicate with adults. See Child Protection and Safeguarding policy.

Dealing with Complaints

The procedures for dealing with complaints are set out in the 'Complaints Procedure and Policy' document. In addition to this, if parents require further support or information, they may contact the Family Information Service.

Publishing Information

The governing body will publish information on the school's website about the implementation of the governing body's policy for children with SEND.

The school's Local Offer will also link to the Local Authority's Local Offer, so that parents are aware of services that are available to support their children.

Monitoring and Evaluating

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents and child's, and reviewing the record keeping procedures. The SEND Governor will have a key role within this process, alongside the Executive Head Teacher. The policy will be re-visited annually.

Reviewed: September 2026