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|  *SEN POLICY*

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| *Signed* | *Date* | *Review Date* |
| *Acting Headteacher: Sabrina McMann* | *16.9.19* | *Autumn 2020* |
| *Chair of Governors: Rhian Nicholson* | *16.9.19* |  |

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Trinity C.E. School Policy for Special Educational Needs

Mrs E Bourdeaux is the SENCO at Trinity CE Primary School.

Whilst on maternity leave Miss H Chapman is Acting SENCO from Autumn Term 2019

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## A School Arrangements

**A1 AIMS**

At Trinity Primary School we believe that every teacher is a teacher of every child –including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

We at Trinity C.E. Primary School believe that each pupil has individual and unique needs. It is important for us to remove any barriers to learning that our pupils may experience. We aim to ensure that all children have the support they need to achieve their potential.

In doing so, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Trinity C.E. Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the school curriculum. In particular, we aim:

* to enable every pupil to experience success
* to promote individual confidence and a positive attitude
* to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
* to give pupils with SEN equal opportunities to take part in all aspects of the school’s provision.
* to identify, assess, record, and regularly review pupils’ progress and needs
* to involve parents/carers in planning and supporting at all stages of their pupil’s development
* to work collaboratively with parents, other professionals and support services.
* to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

### A2 DefinitionS

A pupil has special educational needs if he or she has a difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in schools nationally, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in schools nationally.

**Definition of Special Educational Needs**

A child or young person has Special Educational needs (SEN) 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 they:

1. Have a significant difficulty in learning than the majority of others at the same age. At Trinity this is defined as 18 months of more behind in attainment and not making expected progress.
2. Or having a physical/emotional need/diagnosis which
* prevents them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.
* Impacts how a child develops for example affecting social and communication skills.
* Children must not be regarded as having learning difficulties solely because the language or form of language of their home is different from the language in which they will be taught. Usually there will be acceleration in progress noted after 18months to 2 years for children who are EAL and do not have additional needs.

The Code of Practice does not assume that there are hard and fast categories of special educational needs , but recognises that children’s needs and requirements may fall within or across four broad areas. These areas are:

**Communication and Interaction**

This covers difficulty with different aspects of speech, language or social communication.

**Cognition and Learning**

This is where children and young people learn at a slower pace than their peers, even with

appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning

difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific

learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

**Sensory and/or physical needs**.

For example, children and young people with visual and/or hearing impairments, or a physical

need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

(SEND Code of Practice, 2014. P97)

### A3 Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher’s responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual’s special educational needs, and for following the school’s procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative, the SEN governor, who takes particular interest in this aspect of the school.

Governors must ensure that:

* the necessary provision is made for any pupil with SEN
* all staff are aware of the need to identify and provide for pupils with SEN
* pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
* they have regard to the requirements of the Code of Practice for Special Educational Needs, September 2014
* parents are notified if the school decides to make SEN provision for their child / children
* they are fully informed about SEN issues, so that they can play a major part in the school improvement plan.
* they set up appropriate staffing and funding arrangements, and oversee the school’s work for pupils with SEN.

**Governors** play a major part in the school improvement plan. In relation to SEN, members of the governing body will ensure that:

* they are involved in the development and monitoring of the school’s SEN policy ; assign an SEN link Governor.
* SEN provision is an integral part of the School Improvement Plan
* the quality of SEN provision is regularly monitored: SEN link Governor.

The **headteacher** has responsibility for:

* the management of all aspects of the school’s work, including provision for pupils with special educational needs
* keeping the governing body informed about SEN issues
* the deployment of all special educational needs personnel within the school
* S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the school’s SEN policy and the effects of inclusion policies on the school as a whole. For sharing the SEN report annually (written by the SENCO.)The report will include how the SEN policy is being implemented , the effects of inclusion policies and the impact of budget spending, interventions and overall SEN pupil progress.

The **special educational needs co-ordinator** (SENCo) is responsible for:

* overseeing the day to day operation of the school’s SEN policy
* advising staff on the provision for pupils with special educational needs with Admin support.
* ensuring that an agreed, consistent approach is adopted
* helping staff to identify pupils with special educational needs.
* Monitoring of pupils with specific learning problems.
* supporting class teachers in devising strategies, writing Pupils Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
* liaising with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
* liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
* maintaining the school’s SEN register.
* Writing a Termly report to the Headteacher relating to progress and the impact of interventions. Writing the SEN report for Governors which will include how the SEN policy is being implemented, the effects of inclusion policies and the impact of budget spending, interventions and overall SEN pupil progress.
* contributing to the CPD of all staff
* liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teacher has overall** responsibility for the progress of children with SEN in their class.

At Trinity we believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

On a day to day basis the quality of provision, keeping SEN documents/pupil profiles.

Liaising with parents remains the responsibility of the class teacher. Classteacher’s continue to keep Parents/Carers informed and feedback about progress and developments at key pints in the year.

Classteachers work alongside the external professional agencies that may already be supporting within school.

Classteacher’s ensure rigorous monitoring and tracking of attainment and progress for pupils with SEN including the impact of interventions.

Staff make themselves aware of the school’s SEN Policy and procedures for identification, monitoring and supporting pupils with SEN.

**Teaching Assistants** work as part of a team with classteachers. This may include supporting pupils’ individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in delivering interventions and monitoring children’s progress.

TAs should:

* use the school’s procedures for giving feedback to teachers about pupils’ responses to tasks and strategies.

**Lunch time supervisors** are given any necessary information relating to the supervision of pupils at lunchtime.

### A4 Co-ordinating and Managing Provision

At Trinity CE Primary School:

* sharing of expertise is welcomed and encouraged
* Special educational needs is a part of the school development plan
* SEN is regularly on staff meeting agendas
* the SENCo ensures that regular meetings are held, 3 times a year, to review children’s progress and provision, and that parents are invited
* there is informal contact between all staff to monitor individual pupils and to discuss concerns
* pupils are involved, if appropriate, in discussions about their targets and provision
* the SENCo ensures that the following information is easily accessible to staff:
* the school’s SEN policy
* the SEN register
* a class SEN file, within the Google Drive, giving the names of all pupils in the class on the SEN register, and copies of the pupil’s profiles, SEN descriptors, intervention record, individual provision tracker and other relevant information, including reports from outside agencies.

### A5 ADMISSION Arrangements

Trinity C.E. Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEN, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with a statement or EHCP, the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent this incompatibility.

### A6 Specialisms and Special Facilities

At Trinity C.E. Primary School:

* Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
* differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the SEN cupboard in the staffroom, and in individual classrooms.
* pupil support aims to encourage as much independence as possible within a safe and caring environment
* we have access to the expertise of LEA services and other agencies.

## B Identification and Assessment and Provision

### B1 Allocation of Resources

The Headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include TA support, teacher time and resources. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting Education, Health and Care plan. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

### B2 Identification, assessment and review

The school uses the Oxfordshire SEN paperwork to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEN and is available to all staff. Where concern is expressed that a pupil may have SEN, the class teacher and support staff take early action to assess and address the difficulties. The Oxfordshire descriptors are used to decide whether children should be placed on the school’s SEN register. The school also keeps a record of children who staff have identified as ‘causing concern’. A range of assessment tools may be used to carefully identify the children’s needs and to help plan provision.

**Quality First Teaching**

Pupil Progress Meetings are held each term. Class teacher’s may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Data will be analysed and where there are interventions there will be a measure of impact.

a) Once a pupil has been identified as possibly having SEN they will be closely monitored by

staff in order to gauge their level of learning and possible difficulties.

b) The child’s class teacher will take steps to provide differentiated learning opportunities that

will aid the pupil’s academic progression and enable the teacher to better understand the

provision and teaching style that needs to be applied.

c) The SENCO will be consulted as needed for support and advice and may wish to observe the

pupil in class and/or carry out a more detailed assessment of the child’s needs.

d) Through (b) and (c) it can be determined which provision the child will need going forward.

e) If a pupil has recently been removed from the SEN register they may also fall into this

category as continued monitoring will be necessary

f) Parents will be informed fully of every stage of their child’s development and the

circumstances under which they are being monitored. They are encouraged to share

information and knowledge with the school.

g) The child is recorded by the school as ‘a cause for concern’ due to concern by parent or

teacher but this does not mean they are on the SEN register. Any concerns will be discussed with parents informally or during parents’ evenings.

(see definitions of SEN and significantly greater learning difficult in Section A2)

**Flow Chart for Guidance. (See Appendix 1)**

**Review**

Reviews of the progress of pupils with SEN are carried out in December, March and June (in line with the school’s assessment cycle). This usually takes place in the context of a parents evening. Pupils are usually involved by contributing their views prior to the meeting, if this is appropriate. Parents are invited to attend, but if they cannot, they may arrange to meet the class teacher at a later date. TAs may be invited to give verbal input to assist teachers and the SENCo in assessing progress made.

**Annual Reviews**

For pupils with an Education, Health and Care Plan, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Education, Health and Care Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement/ Education, Health and Care Plan, are invited to attend or submit a written report.

### B3 CURRICULUM access and inclusion

Generally pupils are grouped in classes according to age, however in some year groups it is decided to have mixed aged classes. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil to work individually with an TA or a support teacher in order to acquire, reinforce or extend skills more effectively. For some pupils, intervention sessions may be used to improve motor skills or to give support in a particular area e.g. spelling. Intervention programmes are time-limited and criteria for inclusion in such programmes are clearly specified.

### B4 EVALUATING success

The success of the school’s SEN policy and provision is evaluated through:

* monitoring of classroom practice by the SENCo, phase leaders and subject leaders. Plus Headteacher and senior leadership team
* analysis of pupil tracking data and test results: to include impact of interventions
* for individual pupils
* for cohorts
* regular monitoring of procedures and practice by the SEN governor
* the School Development Plan, which is used for monitoring provision in the school
* visits from OFSTED which also enable us to evaluate the success of our provision
* frequent meetings of parents and staff, both formal and informal, to plan targets, revise provision and celebrate success.

### B5. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENCo.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer.

## C Partnership Within And Beyond The School

### C1 Partnership with parents

The staff at Trinity C.E. Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child’s skills and abilities, at whatever level, as well as their child’s behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child’s progress and are encouraged to contribute to these records.

Formal parents meetings are held during the year, usually in the Autumn and Spring; but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child’s progress with the class teacher or SENCo.

### C2 The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil’s evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Trinity CE School, we encourage pupils to participate in their learning by:

* contributing to reviews and targets (formally or informally)
* talking to TAs and teachers and the SENCo about their learning
* class and individual reward systems including the school House system and House points
* participating in the school council

### C3 Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes staff from the Communication and Interaction Service, the service for Pupils with Complex Needs, Occupational Therapists, Physiotherapists, Speech and Language Therapists. It also includes the Educational Psychology Service and CAMHS/ PCAMHS. We are committed to using the expertise and advice provided by other professionals.

### C4 Links with other schools and transfer arrangements

**Transfer and links with other schools/transition time line and actions**

* the SENCo will meet with the SLT, in the Spring of the transfer year, to discuss the resources that will be necessary to support individual children in their transfer to their chosen secondary school. This could be in response to the specific needs outlined in the child’s EHCP.
* transition meetings will be arranged with the chosen secondary schools so that information can be shared. Resources required to support the transition will then be agreed – including staff support, number of visits and dates.
* After the May half term more information about the new school will be shared with the children through a variety of activities - a transition workbook may be used to support the child to gain information about, for example, the school layout or key members of staff.
* visits to the school to support the transition may be arranged during the school day, these can be supported by the children’s TA, Class teacher or SENCo. However, one member of staff cannot transport an individual child to or from the new school. If it is felt necessary for an individual child to be taken to a transition meeting there could be a possibility of two members of staff accompanying the child, but this would have to be with arranged with at least 2 weeks prior notice, and the appropriate risk assessment completed.
* Parents will be fully involved in transition arrangements

**Transfer within the school**

* teachers liaise closely when pupils transfer to other classes within the school, meetings are timetabled towards the end of the academic year to support this process. The needs of individual children are discussed and recorded, records of children’s special educational needs are shared and next steps to support the child are decided.

**C5 STAFF DEVELOPMENT AND APPRAISAL**

* the school is committed to gain expertise in area of SEN
* whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
* reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information

Appendix 1 Guidance Flow Chart