



HOLY TRINITY
Church of England Academy
Brockley Avenue, South Shields, Tyne and Wear NE34 0TS

SPECIAL EDUCATIONAL NEEDS, DISABILITIES
AND INCLUSION

Vision Statement:

We aim to provide a happy, supportive community school, which promotes excellence, enabling all members to experience achievement and success within a caring Christian environment.

Mission Statement

Every day we will work together to enable everyone to succeed and become responsible citizens of tomorrow. We will encourage independent, creative thinkers and learners, within a Christian ethos. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014)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 (July 2014)**
- **Schools SEND Information Report Regulations (2014)**
- **Statutory Guidance on Supporting Pupils at school with medical conditions April 2014**
- **The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2012**

Aims and Objectives

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, when a pupil has special educational needs, those needs will be made known to all who teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- The Head Teacher, staff and governors, will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil' 'whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

Responsible Persons:

The 'responsible person for SEND is the Head Teacher Mrs Tina Murphy.

The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Julie Allan – Lead Teaching Assistant with responsibility for SEND.

Admission and Inclusion

- All the teachers in the school are teachers of children with Special Educational Needs. As such, Holy Trinity CE Academy adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice.
- The school staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.
- The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Specialist Provision

Holy Trinity CE Academy is a modern, fully accessible single storey school, which offers access for all, through the provision of a quality personalised education to meet the needs of all pupils regardless of their need. See School Information Report link on school website.

Children Who Require Support With Their Educational Development

Pre School –

See Policy for SEND in EYFS (available separately and also attached to this document)

Access to the Curriculum

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response

Assess

In identifying a child as needing SEND support, the teacher in conjunction with the SENDCO and SENDCO Support Assistant will carry out an analysis of the child's needs.

Plan

The school offers a differentiated curriculum. If a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; preSENDing emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will give support that is additional to and different from the differentiated curriculum will be provided through an Individual or Group Support Plan (ISP/GSP) in a range of ways including:

- classroom organisation and management
- in-class support by teacher/teaching assistant
- withdrawal for individual/small group work
- use of specialist equipment, such as slope boards, pencil grips, as well as Nessy ICT Software for pupils with Dyslexia and Earobics Phonological Awareness Programme for pupils with speech and language difficulties

The resources allocated to pupils who have special educational needs will be deployed to implement these Support Plans as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. If a pupil does not make progress at this level, despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8 (such as the Educational Psychology Service, or ADHD Clinic). The Support Plan will be amended, according to recommendations from these specialist support services, and the pupil will be moved to "Additional Support". If progress is still not achieved despite "Additional Support", the child may be assessed, bearing in mind the LA guidance with a view to initiating a statutory assessment of special educational needs under the 2014 Children and Families Act. The appropriate forms will be used for recording and referral as necessary.

Identification and Assessment – a graduated response

Identification of children with special educational needs will be undertaken by all staff through the SENDCO and SENDCO Lead Teaching Assistant and the appropriate records will be maintained.

Records, of progress, will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests.

Assessments allow the management of pupils to show what they know, understand and can do, as well as to identify any learning difficulties.

Where necessary, pupils will be referred to the Educational Psychologist for diagnostic testing to construct a profile of the child's strengths and weaknesses.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Support Plan reviews will be held three times a year. Additionally, the progress of children with a Statement of Special Educational Needs/Education Healthcare Plan will be reviewed annually, as required by legislation. Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- A profile of reading achievement
- Detailed records of work
- Results of standardised tests (where appropriate) and diagnostic assessments
- A summary of these will be passed on to any receiving school Pupil Profile

Pupil Profiles

Pupil Profiles are initiated by the Lead Teaching Assistant based on the level of need of the child. They are a guide for all staff, to enable them to have an in depth knowledge of individual children who require support and how best to meet their needs. They are reviewed twice a year by staff and children.

Resources

The school employs an experienced Lead Teaching Assistant who carries out the day to day monitoring of SEND pupils and also works with individual SEND pupils and small groups of pupils to follow highly structured programmes of work, according to pupil needs. Pupils are usually withdrawn from class to work with other teaching assistants to follow specialised programmes of work. Teaching Assistants also offer support to SEND pupils, according to guidance from the class teacher and according to need. These teaching assistants are supported and monitored by the Lead Teaching Assistant.

Children Who Require Support With a Medical Condition

Children who have a medical condition which has an impact on their learning e.g. attendance, being withdrawn from class to have medication, or conditions which may impact on concentration should be included on the SEND register and be classed as having an 'Additional Need'. The medical condition would be defined by the Equality Act 2010.

Liaison

Parents will be fully consulted, and involved, at all stages of SEND identification and support. Also, before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages. Regular liaison is maintained with the following external agencies for pupils at "Additional Support" level and pupils with Statements of Special Educational Needs/EHCP [as applicable]

- SEND Support Services – Emotional Resilience
- Educational Psychology Service
- The Hearing Impaired Service

- The Vision Support Service
- School Nursing Service
- National Health Service (DCD Clinics/ Physiotherapy)
- Education Welfare Service
- Child Adolescent Mental Health Service (CYPS)
- Child and Family Service
- Speech and Language Service
- Pre – School and Portage
- Health Visitors

SEND Register

The SEND register is updated on a needs basis. It is formally reviewed at the end of every term. It is kept up to date by the SENDCo assisted by the Lead Teaching Assistant for SEND. Discussions between the Class Teacher, SENDCo and Teaching Assistants will influence the educational pathway of the child.

Arrangements for the Treatment of Complaints

Parents have the right to complain to the Governing Body if they consider the school is failing to meet legal requirements for Special Educational Needs provision or to provide them with information about the provision.

Staff Development

In-service training needs related to special educational needs will be identified by the Lead Teaching Assistant in conjunction with the SENDCo in consultation with the staff and will be incorporated into the staff development plan.

Some training needs will be delivered by the SENDCo and SEND teachers, where appropriate, representatives from External Agencies will deliver the training to staff. The SEND Lead Teaching Assistant and the SENDCo will often attend INSET training to develop their own knowledge. This will then be used to impact on staff development.

Working with Parents

- The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.
- Communications between the parent and the school will be consistently maintained.
- As mentioned above, parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages.
- Prior to an EHCP review a meeting with parents must be arranged at least two weeks before the review is held to discuss the child and any emerging issues.
- Information can also be found in LA local offer, and the school SEND Information report.

Pupil Participation

The school will work to ensure that pupils are reassured that they will be helped with any additional needs they have. Children are involved in every stage of their educational development including any decisions regarding their future education.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Support Plan, progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 2014.

APPENDIX 1

Roles and responsibilities:

The Class Teacher/ Lead Teaching Assistant:

- is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment
- must inform the SENDCo of their concern and decide, with the SENDCo, if the school needs to help the pupil through the introduction of a support plan
- should supply the SENDCo with all the information necessary in order to assist them in devising an effective Support Plan for the pupil, which will be in addition to an already differentiated curriculum
- must SENDd out a letter to invite the parents to a meeting with the SENDCo and the teacher, to discuss the concerns and inform the parents of the school's action
- decides on the best way for the parents to contribute to the child's achieving the targets set on the Support Plan
- arranges and attends any subsequent review meetings with the SENDCo, parent and child, until such time as the school decides the child no longer requires a support plan or that the pupil needs to move on to gain additional support from the next stage in the process
- informs the SENDCo of any problems that may arise between reviews
- organises the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets
- maintains an on-going liaison with the pupil regarding progress
- makes an informal assessment of the child's needs if possible, as well as collecting all available assessment and information already held by the school regarding the pupil.

The SENDCO/Supported by the Lead Teaching Assistant

- must advise the class teacher regarding the decision to intervene on the pupil's behalf through the implementation of a Support Plan
- provides the class teacher with an SEND class file for the purpose of keeping together all essential SEND information
- completes official SEND paperwork
- monitors Support Plans in conjunction with the Lead Teaching Assistant / Class Teacher
- informs the parents of the LA parent partnership services, to ensure the parents have access to information, advice and guidance relating to the educational needs of their child
- sends a copy of the child's Support Plan to the parent if they fail to attend the meeting
- ensures there are adequate resources within school to meet the needs of all SEND pupils
- arranges and attends the review meetings and advises parents how they may help at home
- suggests possible resources that could be used in support of the child
- contacts outside agencies for informal advice and further information if needed
- provides on-going monitoring to ensure the child is making progress – in conjunction with class teacher

- makes the decision, after a reasonable period of time, and in agreement with the class teacher and parents, that either the pupil no longer needs a Support Plan or requires 'Additional Support'.

The Parent

- provides the school with any relevant information about the child
- participates in their child's efforts to reach their targets
- gives consent for the school to make a request to put the child onto the next stage of support, if necessary
- gives consent for the school to make a request to put the child on to the next stage of support, if necessary
- co-operates with any arrangements made with out-of-school professionals
- offers support and encouragement to the child
- supervises the child at home when doing any work which will help the child achieve the set targets
- informs the class teacher or SENDCo about any problems which may arise
- attends all the review meetings

The child

- has the targets shown and explained to them, and is asked their opinion of them
- has access to and ownership of his/her target book (where appropriate)
- contributes to his/her pupil profile

Roles and Responsibilities: SEND Support

The Class teacher

- continues to support the pupil in the same way as for School Action, incorporating any possible extra help and resources
- attends reviews and takes account of the advice of the outside agency involved.

The SENDCO/Supported by the Lead Teaching Assistant

- informs the school and parents of the decision to initiate School Action
Plus
- fills in the relevant paperwork
- works in close co-operation with the outside agency selected to provide advice and support
- devises the support plans together with the outside agency, class teacher and parent
- organises and co-ordinates the review meetings

Roles and Responsibilities: Statutory assessment

The LEA

- must consider if there is enough convincing evidence
- must decide within six weeks, if they are willing to carry out a statutory assessment
- must be prepared for parents to take the matter to an SEND tribunal should the request be refused.

The Headteacher must be able to produce written evidence about:

- the school's action through School Action and School Action Plus
- support plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health
- National Curriculum levels
- attainment in Literacy and Numeracy
- educational and other assessments
- views of the pupil and parents
- involvement of other professionals
- any involvement by Social Services or Education Welfare Service.

The SENDCO/Supported by the Lead Teaching Assistant

- collates all previous information regarding progress of the child
- sends this information to the LEA, with the appropriate paperwork, requesting a statutory assessment
- continues to monitor and review the pupil's progress with the class teacher an outside agency.

Roles and Responsibilities: pupils with statements

The Class Teacher

- follows the procedure for the school-based provision, supervising the timetable to accommodate the hours allocated to the pupil receiving school support

The SENDCo/Supported by the Lead Teaching Assistant

- follows the same procedure as identified for the school-based stages, but must also submit written reports regarding progress for the annual review meetings specified by the LEA
- ensures reviews meetings are held within the time specified by the LEA
- requests, prior to the review, written advice from the parents and any other person who has involvement with the child
- circulates copies of all written advice received to all parties invited, two weeks before the review meeting
- monitors progress of the pupil