

The Holy Trinity C of E Secondary School



Special Educational Needs & Disability Policy	
Policy last reviewed:	May 2023
Next review due:	May 2024
Member of staff responsible:	Assistant Head (Inclusion)

Vision Statement

Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.

Mission Statement:

Deeply Christian, open to all.

Values Statement

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its students.

Dignity

Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community

Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom

As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope

As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

1. Introduction

This SEND policy details how The Holy Trinity Church of England School will ensure that all students, including those with learning difficulties or disabilities or with Special Educational Needs (including those students with an EHCP), have access to the curriculum and co-curriculum provision as far as is reasonably possible. Our curriculum planning and assessment, alongside our determination to remove barriers to learning, aims to consider the type and extent of each student's difficulty and disability.

The policy complies with the guidance given in Statutory Instrument: Special Educational Needs (information) Regulations (clause 64). It has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents:

- SEND Code of Practice 0-25, January 2015.
- Section 19 of the Children and Families Act, 2014
- Ofsted Inspection Handbook, July 2022
- Statutory guidance on supporting pupils at school with medical conditions, December 2015
- Equality Act 2010 and schools, May 2014
- Education Bill, 2011

2. Definition of Special Educational Needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school or to study at college.

All students with EHCPs are placed on our school's register of Special Educational Needs and Disabilities. Other Students who require special educational provision will also be placed on the register with a designation of 'SEND Support' for as long as this special provision is required. Students who are removed from SEND Support and students with a low level of need may be placed on a monitoring list.

3. Principles

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilled lives, and

- Make a successful transition into adulthood, whether into employment, further or higher education or training.

We are a Christian comprehensive school and as such we aim to be inclusive. This policy is underpinned by our core values.

Any intervention is based on a model of graduated response with all classroom teachers being responsible for providing high quality, differentiated teaching for students in their class. Additional support will be provided for students whose needs cannot be met by the class teacher alone.

4. Aims

The aims of this policy are to ensure that:

- The needs of all students at Holy Trinity are met.
- Any special educational needs are identified early
- Staff work in partnership with parents and take account of the views of the child
- Provision and progress is monitored and reviewed regularly (Assess, Plan, Do Review)
- We work in partnership with external agencies to meet the needs of our students.
- Students with disabilities are treated with respect and that their needs are met to the best of the school's ability.
- Reasonable adjustments are made, where possible, to meet the needs of students with disabilities.

5. Identification

In order to provide for students with special educational needs, it is vital that these needs are identified as early before entry to the school if practical. To this end, where possible, we:

- Liaise closely with our feeder schools, visiting students and teachers before transition
- Use prior assessment data, including performance in National Curriculum Tests
- Use standardised screening or assessment tools such as Cognitive Assessment Tests, reading, writing and spelling screening
- Follow up on substantiated concerns made by the classroom teacher, Learning Support Assistants (LSAs), pupils and/or parents.

6. Types of Special Educational Need

The SEND Code of Practice 0-25, 2014 outlines four main areas of need:

Communication and interaction	Students with speech, language and communication needs (SLCN) have difficulty communicating because they may not use or understand social rules, because they may have difficulty saying what they want to others or understanding what is being said to them.	Speech Language and Communication Needs (SLCN), Speech and Language Impairment (SLI), Autism Spectrum Condition (ASC) also called Autism Spectrum Disorder (ASD) including Aspergers
Cognition and Learning	Specific learning difficulties (SpLD) may affect one or more aspects of learning.	Dyslexia, Dyscalculia, Dyspraxia

	Students with learning difficulties may mean students learn at a slower pace than their peers even with differentiation. Students may have co-occurring conditions such as Attention deficit hyperactive disorder (ADHD) or Attention deficit disorder (ADD)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
Social, Emotional and mental health difficulties	Students may display challenging, disruptive or disturbing behaviour or become withdrawn and isolated. Students may have conditions such as Attachment disorder, Attention deficit hyperactive disorder (ADHD) or Attention deficit disorder (ADD)	Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD). Mental Health Difficulties (anxiety, depression, self-harm, substance misuse, eating disorders)
Sensory and/or physical needs	Students may have a disability or illness which precludes or inhibits them from utilizing the universal educational provision in the school and will require specialist support and /or equipment to access the curriculum and co-curriculum.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) Medical conditions both chronic and acute, which impact on the student's ability to learn in the classroom environment

7. English as an additional language

Having English as an additional language is not in itself a special educational need. The identification and assessment of the additional educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

8. Provision

Provision is classroom-based with teachers being responsible and accountable for the development and progress of students with SEND in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Advice, strategies and additional intervention may be put in place for students who continue to underperform, despite the best efforts of the class teacher.

Support can take a variety of forms including:

- Provision of different learning materials or special equipment,
- Group or individual support,
- LSA support in the classroom.
- Training for the class teacher aimed at introducing more effective strategies.
- Support from specialist staff on a one-off or short-term basis, for example a Speech and Language Therapist

For those students who continue to underachieve, additional specialist support may be needed to advise and inform provision. The SENDCO will be consulted and for a few/some students outside agency advice will be sought.

For those students with a EHCP there will be additional provision/ withdrawal small group work or 1:1 support with specialist staff from the SEND department. Those students with Specific Learning Difficulties (SLD) may be offered withdrawal /small group work to boost skills. This support is regularly reviewed.

We provide access arrangements for examinations and assessments across all key stages for those students who meet the criteria according to JCQ guidelines, including evidence that the arrangement falls within their normal way of working.

In situations where a pupil has significant difficulties outside the classroom the Learning Support department may provide, in consultation with the pupil and parents, additional adult support during break and lunchtimes.

9. Wellbeing and Behaviour

Students experiencing emotional difficulties (for example bereavement or parental separation) will be provided with additional support, alongside our universal pastoral provision, such as counselling or the allocation of a key worker.

Holy Trinity School takes bullying very seriously and works proactively to address any issues that arise, providing conflict resolution and restorative practices to build understanding, self-esteem and empathy. Our Anti-Bullying policy has more detailed information.

Students may need additional support to manage their behaviour when experiencing emotional difficulties. Parents/Carers will be involved in the planning of suitable strategies. These strategies will therefore include increased communication between home and school as well as regular contact with the Form Tutor, Year Leaders or member of the pastoral and inclusion team. They may also include additional support from class teachers and the learning support team; additional intervention either in a small group or 1:1 covering areas such as emotional literacy and regulation, social communication, self-esteem, anger management and conflict resolution; full time or part time referral to the Learning Support Unit; additional literacy or mathematics support (where this is identified as a barrier to learning impacting a student's behaviour); referral where necessary to external agencies such as the Educational Psychologist (EP), Child and Adolescent Mental Health services (CAMHS), Behaviour Specialists etc.

Year Team LSAs are allocated to each year group to give pastoral support to vulnerable students and their families.

10. Learning Support Guides (see appendix A)

Students have a detailed learning support guide, giving full information about their needs and a shorter student voice 'passport' which details their views on their difficulties and how teachers can support them best. Passports are shared with parents/carers and their contribution to these is welcomed.

11. Monitoring student progress

All student progress is regularly tracked and monitored throughout the school year and all students (regardless of special educational need) who are not making adequate progression are targeted and appropriate interventions put in place, using waves of provision with regard to the whole school provision map. These specific interventions should span across a whole term and are tracked and monitored to measure positive impact. This is referred to as a graduated approach. Interventions include a range of strategies and are in addition to lessons taught in class.

Where students have a known special educational need, they will also be monitored by the SENDCO against targets on their Learning Support Guide/EHCP. All class teachers are considered SEND teachers.

Both the students and their parents/carers will be consulted as part of the monitoring process. The SENDCO works with the class teacher to provide support. Information gathered through monitoring will be used to plan subsequent provision. This may include referral to external agencies, requested after parental consent is gained, such as Speech and Language Therapy (SaLT), Occupational Therapy (OT), Physiotherapy, an Advisory Support teacher, Education Psychologist (EP) or other health services. Multi agency meetings are held as appropriate to ensure effective identification, planning and provision of support is adopted for vulnerable students.

Where the school feels it is not possible to meet a student's needs without more specialist and intensive support, an application will be submitted to the Local Authority for an Education, Health and Care Needs Assessment. If this application is accepted, the Local Authority will start the process of assessing whether the student requires the support of an Education and Health Care Plan (EHCP).

12.Responsibilities

All staff have a duty of care, both in the classroom and around the school, to ensure the safety, well-being, provision for and inclusion of all students, including those students with SEND.

(i) The Headteacher has overall responsibility for:

- Ensuring the SEND Code of Practice and SEND Policy is implemented
- Working with the Governing Body to ensure adequate resources are allocated to SEND

(ii) The Assistant Head (Inclusion)

- Determining the strategic direction of the Special Needs Department, working with SLT.
- Management of the Special Needs Department in accordance with their job description. Ensuring that teachers and other classroom-based staff are provided with adequate training on how to provide for students with special educational needs

(iii) The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for:

- Day to day operation of the Special Needs Policy
- **The Learning Support Department** is responsible for
- Working closely with identified students to help them to achieve their targets
- Supporting class teachers in differentiating work and suggesting strategies for helping students
- Encouraging students to work independently
- Contribute to the monitoring and reviewing of student progress.

- Uphold all professional standards for an LSA as agreed by the department

(iv) The class teacher is responsible for

- Familiarising themselves with the student's needs and advised classroom strategies by reading the Learning Support Guide and student voice 'passport'
- Taking into account the views of the students when planning to address their need
- Suitably differentiating within the classroom, including the effective use of additional adults within the classroom, where available
- Liaising with the Learning Support Department if they are still concerned about lack of progress having implemented the above.
- Maintaining accurate records of students' progress, recognising even small achievements towards their targets.
- Helping to maintain high aspirations for all students and helping students to develop self-esteem through enabling them to recognise their own progress and celebrating this with them.
- Alerting the SEND team if they are concerned that a student who is not currently identified as having a special educational need, is showing signs of having a learning difficulty.

(v) The Governing body

- The governing body, in cooperation with the Head teacher, determines the school's general policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

(vi) Parents/Carers are:

- Encouraged to work in partnership with the school to support their child.
- Consulted about proposed provision for their child.
- Involved in the review of their child's progress.

Students are:

- Encouraged to achieve their best and be given every opportunity to be involved in the wider aspects of school life
- Helped to feel secure and comfortable, given the opportunity to discuss their difficulties and helped to set their own agreed targets
- Encouraged to take responsibility for their learning and understand there are clear expectations of attitude, co-operation and behaviour to ensure they make good progress

12. Complaints Procedure

Any parent of a child with SEND, who has a complaint about provision for that child, should initially contact the SENDCO, if the situation is not resolved after this, they should contact the Headteacher. If a parent wants to make a formal complaint they should follow the Governing Body's general complaints procedure.

13. Associated Policies and guidelines

Equality and Diversity Policy

Accessibility Plan

Intimate Care Policy

Managing Medicines Policy

Anti-Bullying Policy
Curriculum Policy
Complaints procedures
SEND Information report
SEN Local Offer

14. Acronyms used in this Policy

SEND	Special Educational Needs and Disability
SEN	Special Educational Needs (defined in section 2. SEN includes disability)
SENDCO	Special Educational Needs and Disability Coordinator
LSA	Learning Support Assistant
EHPC	Education, Health and Care Plan (formerly statements)
SpLD	Specific Learning Difficulty
SLCN	Speech Language and Communication Needs
SLI	Speech and Language Impairment
ASC	Autism Spectrum Condition (also called Autism Spectrum Disorder)(ASD)
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties ADD
Attention Deficit Disorder ADHD	Attention Deficit Hyperactive Disorder AD
Attachment Disorder VI	Vision Impairment
HI	Hearing Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability

