

Policy last reviewed: June 2026

Next review due: June 2027

Member of staff responsible: Assistant Headteacher – SEND & Alternative Provision

Governor's Committee: FGB

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: Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

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 to 25 years - GOV.UK](#)
- Part 3 of the [Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [School inspection handbook - GOV.UK](#)
- [Statutory guidance on supporting pupils at school with medical conditions, December 2015](#)
- [Education Act 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.

SEND Code of Practice, 2014, Pg15/16

Special Educational Provision is:

'educational provision that is different from or additional to that made generally available to pupils or students of the same age by mainstream schools'

SEND Code of Practice, 2014, Pg 16

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 have needs that do not require 'special educational provision' 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, adaptive 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, spelling and numeracy 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:

Broad Area	Description	Identified Diagnoses
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. 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)	Dyslexia, Dyscalculia, Dyspraxia 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	Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD). Mental Health Difficulties

	hyperactive disorder (ADHD) or Attention deficit disorder (ADD)	(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 (HIO, 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. A review will take place of all the student's subjects to establish whether the challenges they have are due to limitations in their command of language or if there may be special educational needs.

8. Provision

Teachers are responsible and accountable for the development and progress of students with SEND in their class. Quality first teaching, adapted for individual students, is the first step in responding to students who have or may have SEND.

Support can take a variety of forms including:

- Provision of adapted learning materials, special equipment or resources;
- Group or individual support within the lesson;
- Regular CPD for teachers in Quality First Teaching and meeting SEND needs in the classroom;

For students who have SEND and require educational provision which is 'additional to and different from' will have additional support which could be one or more of the following forms:

- LSA support in the classroom.
- Literacy Intervention.
- Reading Intervention.
- Spelling Intervention.
- Numeracy Intervention.
- Social Skills Intervention.
- Speech and Language Intervention.
- Revive Pass (re-regulation activities).
- Transition Pass.
- For some students, outside agency advice will be sought.
- Provision of a targeted break club.

For those students with a EHCP there will be additional provision which is outlined in Section F of their EHCP.

Special educational support is regularly reviewed and refined for each student, often on a termly basis.

We provide access arrangements for examinations and assessments across all key stages for those students who meet the criteria according to JCQ guidelines. Appropriate exam access arrangements are determined by the qualified staff within the school which are evidenced by assessment and the students' normal way of working.

10. Individual Support Plans

Students who have been identified as having SEND and are on the SEND Register will have a detailed Individual Support Plan (ISP). The ISP details the support that the student will receive in the classroom, from the SEND department and what support they have had previously. The ISP is an online document which is shared with parents/carers and teachers through Provision Maps, our online software for ISPs. Parent/Carer contributions to the ISP are welcomed. ISPs are reviewed termly.

11. Monitoring student progress

All student progress is regularly tracked and monitored throughout the school year. Teachers will put in place extra in-class adaptive teaching for those who need it, if progress is not where it should be.

Where students have a known special educational need and are receiving intervention from the SEND department, they will also be monitored by the SENDCO against targets on their ISP/EHCP.

Once progress is reviewed, one of the following may happen:

1. Adequate progress – Removal from the SEND register;
2. Student needs to remain on the SEND register and receive further intervention that is already on ISP;
3. Student needs to remain on the SEND register and receive a change of interventions;
5. Student needs a referral to an external agency, such as Speech and Language Therapy (SaLT), Occupational Therapy (OT), Physiotherapy, an Advisory Support Teacher (CARM/LBAT/ASCT), Education Psychologist (EP) or other health services such as CAMHS; 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 Executive 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 Headteacher (SEND and Alternative Provision)**
 - 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 adaptation of 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 Individualised Support Plan (ISP) and student voice 'passport';
- Taking into account the views of the students when planning to address their need;
- Suitably adapting ~~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;
- 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.

vii. **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 Head of School. If a parent wants to make a formal complaint they should follow the Governing Body's general complaints procedure.

13. **Associated Policies and guidelines**

The following policies should be read in conjunction with the SEND policy:

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

These can be found here: [Policies | The Holy Trinity Church of England Secondary School](#)

14. Acronyms used in this Policy

SEND	Special Educational Needs & Disabilities
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 or 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
ISP	Individual Support Plan