



Trinity Oaks
CofE Primary School

Special Educational Needs and Disabilities Policy

Person responsible:	Marnie Fisher (Deputy Head/ SENCo)
Committee responsible:	Children and Learning
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"At Trinity Oaks C of E Primary School we have a due regard for our duties under the Equality Act 2010. We will ensure that we; eliminate discrimination, advance equality of opportunity and foster good relations in all areas of School life."

"We are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment."

"The ethos of this School is to enable every child to learn and develop in a Christian environment; we ask all Parents of whatever faith to recognise and support this ethos and its importance to the School."

Special Educational Needs and Disability Policy

At Trinity Oaks C of E Primary School we regard all children as individuals and as we help them learn we take into account each child's own particular abilities and personality. In this way most of the needs of the children are met within the normal school programme.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Introduction

We are committed to ensuring that all of our pupils receive an education that enables them to achieve their best and become confident individuals living fulfilling lives.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should set targets that are deliberately ambitious and potential areas of difficulty should be identified and addressed at the outset.

- Slow progress and low attainment do not necessarily mean that a child has SEN, however they may be an indicator of learning difficulties/disabilities.
- Some learning difficulties/disabilities occur across the range of cognitive ability and may lead to frustration, disaffection, emotional and behavioural difficulties.
- Disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. However, where there are concerns there should be an

assessment to determine whether there are causal factors such as an undiagnosed learning difficulty, communication or mental health issue.

- Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Aims

We aim to:

- Do everything we can to ensure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- Develop a partnership between parents/carers, LEAs and other agencies and where appropriate take into account the wishes and views of the children.
- Assess and identify SEND as early and sensitively as possible including safeguarding issues.
- Devise and implement individual programmes and schemes of learning to help with their need and to give learning at an appropriate level.
- Provide support and appropriate resources for teachers and assistants so that they can work effectively with children with SEND.
- Provide parents/carers appropriate practical and emotional support in their understanding and acceptance of their child's special educational needs by acting in a sensitive and constructive way.
- Deliver relevant In-Service Training.
- Ensure compliance with the Children and Families Act 2014 and SEND Code of Practice

Admission Arrangements

Applications for children with SEND but without an EHCP will be considered in the same way as applications for children without SEND in accordance with the Governing Body's admission policy.

In the case of a parental preference for a place at the school in respect of a child with a final or draft EHCP, the Governing Body will be consulted before the child's Home Local Authority makes a decision whether to name the school in the EHCP, in accordance with the Children and Families Act 2014 and the SEN Code of Practice 2014.

The Headteacher will inform the Governing Body (Chair of Admissions Committee) of any request and provide a recommendation as to how the Governing Body should respond. The Governing Body will take into account the needs of the child, and the needs of other children with whom the child will come into contact on a daily basis, in order to decide whether or not the child's admission would be incompatible with the efficient education of others or the efficient use of resources, and if reasonable steps can be taken to remove any such incompatibility.

Following this period of statutory consultation, if the Local Authority names the school in the EHCP, the Governing Body will admit the child in accordance with the arrangements set out in the EHCP.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Area of need	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

ROLES AND RESPONSIBILITIES

The Governing Body

Governing bodies of mainstream schools have legal duties to:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND.
- Ensure that parents/carers are notified by the school when special educational provision is being made for their child, because it is considered that he/she has SEND.
- Make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs.

- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching.
- Designate a member of staff at the school (to be known as the “Special Educational Needs Co-ordinator”) as having responsibility for co-ordinating the provision for pupils with SEND.
- Consult the LA and the Governing Bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area.
- Ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with: them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources.
- Report each year to parents/carers on their policy for pupils with SEND.
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND.

The SEND link governor

The SEND link governor is Vicki A’Court

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Special Educational Needs Co-coordinator (SENCo)

The Special Needs Co-ordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation and review of the School's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising class teachers and teaching support staff on meeting a variety of SEND needs.
- Overseeing the records of all children with SEND.
- Maintaining a list of children with SEND and effective records (Inclusion Register and More Able Register).
- Overseeing the writing, distribution and review of Provision Maps and individual SEN support plans.
- Reviewing documentation as required.
- Liaising with parents/carers of children with SEND (along with Class/Support Teachers)
- Contributing to the in-service training of staff.
- Liaising with external agencies (Educational Psychologist, Specialist Teachers for Inclusive Practice (STIP team), Speech and Language Therapy, Community Paediatrician, Occupational Therapy, Physical and Sensory Support to discuss and share knowledge of any children giving cause for concern, especially new admissions.
- Coordinating the support provided by professionals.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Updating staff by regularly attending Inset and disseminating information.
- Coordinating the school based assessment using new Local Authority guidance.
- Liaising with pre-schools before children with SEN start school
- Liaising with the Senior School to ensure their SENCo is aware of the children on the Inclusion Register and forwarding their records.
- Ensuring all children receive the support to which they are entitled.

Class Teachers

Class teachers play a central role in helping children with SEND to reach their potential. They are responsible for ensuring that the needs of all children within their class are met by:

- **Providing quality first inclusive teaching (this is the experience we provide for all our pupils and is known as our Universal Provision)**
- Identifying pupils through observation and ongoing assessment and alerting the SENCo to their concerns.
- Keeping the SENCo informed of any changes to need or circumstance.

- Familiarising themselves with children’s records and information regarding their SEND.
- Writing and updating Additional Support Plans on a termly basis- ensuring targets on plans for pupils with an EHCP are in line with their EHCP objectives.
- Referring to the targets on a child’s Additional Support Plan when planning and differentiating tasks for the class.
- Ensuring that all children have equal access to all aspects of education including school trips and extra-curricular activities.
- Keeping records of attainment and progress towards individual targets.
- Keeping copies of all relevant paperwork in a class SEND Folder.
- Attending relevant Inset.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents’ concerns and agree their aspirations for the pupil

Teaching Assistants

Teaching Assistants, under the direction of the Class teacher and SENCo, support individuals or groups of children in accessing the curriculum by:

- working with groups in class or in withdrawn groups
- working 1 to 1 with a child
- Referring to SEN support plans and EHCPs to ensure knowledge of the targets for the children they are supporting

Children with an Education and Health Care Plan (EHCP) are often supported by Teaching Assistants according to the levels of support indicated on their EHCP, under the direction and supervision of the Class Teacher and SENCo. Where available and appropriate, relevant training will be given to the Teaching Assistant to enhance the provision for the pupil.

Parents and Carers

At Trinity Oaks C of E Primary we value the support and involvement of all parents and carers as we feel a close partnership between school and home is the best way to help a child progress.

Parents know their children best and it is important that we listen and understand when parents express a concern about their child’s development.

Parents/carers support this partnership by:

- Giving encouragement and support to their child.
- Positively reinforcing the targets set by school.
- Liaising regularly with the Class Teacher and SENCo.
- Attending meetings and reviews with staff at school and outside agencies when involved.

Parents/carers have regular opportunities to meet with the class teacher and SENCo. Parents/carers of pupils with an EHCP are always invited to the annual review and have the opportunity to record their opinions prior to the review.

The knowledge and expertise of parents, carers, the school and outside agencies and effective sharing of these will be crucial in meeting the best interests of the child. The school strives to support parents of children with SEND and consult parents at every stage. Parents/carers are aware they can make an appointment with the teachers or SENCo at any time if they are concerned about their child's progress.

Our Approach to SEND

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record/ CPOMS. We will formally notify parents if it is decided that a pupil will receive special educational provision.

The graduated Approach to SEND support

Non statutory Assessment- School SEND support

When a child is identified because they have not made expected progress despite increased differentiation, they will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise. During this process the class teacher will, after discussion with the parent/carers, consult the SENCo with a view to placing the pupil on the School's **SEND Inclusion register**.

If the concern is associated with Safeguarding then the school's procedure for Child Protection will be implemented as set out in the Child Protection Policy.



Assess

Assessment will commence as part of the Graduated Response. A person-centred approach will be used to establish strengths as well as difficulties.

Information about children may be gathered from:

- Classroom observations and records of learning
- Draw on assessments and reports from external agencies involved with the pupil such as Speech and Language therapist
- The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.
- Test results
- Health and medical records
- Information from the school staff/parents and carers
- Pupil views

Each pupil's difficulties will be considered against the four areas of need outlined in the **Surrey Profile of Need**:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The **Surrey Profile of Need** is also split into four levels of need:

1. **Universal support** – Provision all children require
2. **School SEND support**- In addition to Universal support some children will require additional classroom adjustments
3. **Specialist SEND support** – In addition to School SEND support a few pupils will require additional support from external agencies such as Speech and Language or Occupational therapy
4. **Statutory Assessment** – In addition to Specialist SEND support a few children will require a statutory assessment to establish whether an EHCP (Educational Health Care Plan) is required.

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of the areas of need or that needs may change overtime. This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

Plan

Appropriate provision will be planned for by the class teacher and SENCo with individual precise targets (SMART Targets) identified on an **Additional Support Plan**. Provision will be planned against assessment indicator and all provision should be linked to progress towards agreed outcomes. When agreeing outcomes, it is important to consider both what is important to the child and what is important for them as judged by others.

Do

The child's class teacher with the support of the SENCo will remain responsible for planning and delivering the Additional Support Plan. The interventions drawn up should be **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

Review

Progress against targets will be **evaluated and reviewed** at least termly and parents/carers will be invited to contribute, and appropriate records will be kept. Parents/carers will be given a copy of documentation and the opportunity to discuss it with the class teacher and/or the SENCo. The child may have made progress in some areas of concern but it may be felt that an Additional Support Plan is still appropriate.

Some of the factors could be that the child, despite additional support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and/or mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In this case a new plan will be drawn up with new targets and the process of intervention and review will be repeated.

Additional Support Plans are reviewed at least termly and parent's views on the child's progress are sought. Wherever possible the child will also take part in the review process and be involved in setting targets.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

Removal from the Register

If the child has made good progress to the extent that it is now felt that needs can be met within the normal differentiated curriculum it may not be necessary for them to stay on the SEND Inclusion register. However, the class teacher will continue to monitor progress very closely.

Statutory Assessment-the ECHP process

The additional needs of most children will be met by interventions and resources from the school. In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCo, in consultation and agreement with staff, parents, carers and other specialist agencies will make a request to the Local Authority for an Educational, Health and Care needs plan assessment.

While a decision is awaited pupils will continue to be supported through

Specialist SEND support alongside School SEND support.

The ways in which the statutory requirements of a pupil's ECHP are being met will be outlined in sections E and F of the EHCP.

Full details of the process for requesting an EHCP can be found on the Surrey Local Offer web site:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Arrangements for Access to a Broad, Balanced Curriculum including National Curriculum.

Pupils with SEND have access to a rich, balanced and broadly based curriculum of which either the EYFS or National Curriculum forms the core.

All teachers are aware of their responsibilities to meet the needs of children in their care and to provide a differentiated curriculum to enable them to succeed. When a differentiated curriculum is not sufficient to meet a child's needs the graduated approach set out above is put in place.

Individual programmes are devised and carried out by the Class Teachers within their own classrooms, in small groups or individually, and regular review meetings are held with the SENCO and appropriate external agencies if applicable. Teaching Assistants are effectively deployed to provide support to individuals and small groups.

Every effort will be made to adapt the environment for children who would otherwise be unable to take part in particular aspects of the school curriculum.

Integration Arrangements

Trinity Oaks C of E Primary is committed to inclusion and we aim to provide equality of opportunity for all pupils and include all pupils in all aspects of school life. We will endeavour to make appropriate adjustments to enable pupils with Special Needs to partake as fully as possible in all activities including work, collective worship, playtimes, mealtimes and social visits.

We aim to work closely with parents, the Surrey Specialist teaching team, Speech and Language therapy team and other external agencies to integrate children as fully as possible into the school as a whole.

Special provision for the management of medical needs may also be necessary. See the school's Policy for Supporting Pupils with Medical Conditions.

Special provision is made for more able children through differentiation of work and school liaison with parents/carers. See the school's Teaching and Learning Policy for EYFS and Key Stage 1

Complaints about SEND provision

Complaints about any aspect of the SEND Policy should be made using the school's complaints procedure. Any complaints regarding SEN provision should be directed in the first instance through the class teacher to the Head and SENCo. Processes and procedures to date will then be reviewed.

Criteria for Success of SEN Policy

The criteria for measuring success of the SEN policy will be based on the following:

- Effective identification and assessment process for children with SEND
- Appropriate differentiation and scaffolding up of learning
- Satisfactory procedures for monitoring and record keeping
- Good communications between all members of staff, parent/carers and outside agencies monitored by Headteacher, Chair of Governors and SEN Governor

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

SEND In-Service Training for Staff (INSET)

The SENCo assesses needs of staff and discusses with the Headteacher priorities for Staff Development. Staff development will be part of the School Development Plan. It will include provision for the training of the SENCo, the professional development of staff to work effectively with pupils with SEND, and also will consider the needs of Teaching Assistants when appropriate.

External Support Services

Positive working relationships will be developed between the school and all external support services whom the school may ask for help or advice.

Partnership with Parents/carers

A special partnership will be developed with parents/carers in order to have as full an understanding of the child as possible and for parents/carers to be able to make their wishes, anxieties and feelings known at all stages so that professionals can build upon the parents'/carers' desire to be involved or help them to recognise their responsibilities. If appropriate the school will seek ways to involve parents/carers if communication is a problem.

The school will endeavour to identify all those who have parental/carer responsibility and involve them as far as possible.

Information will be kept on file, to be available to parents/carers, on services provided by the LEA for children in need of specialist services, and on local and national voluntary organisations which might provide information, advice or counselling.

Parents/carers are informed immediately if their child is thought to have a special educational need.

Parents/carers are asked for their thoughts and advice about their child's needs when devising a support plan.

Parents/carers are asked to help with/carry out some aspects of the support plan with their own child at home and support what is happening at school.

Parents/carers are involved in the review of their child's support plan.

Links with Other Schools

Efforts are made to liaise closely with pre-school providers, especially when children with SEND have already been identified. Where appropriate, meetings will be held and plans put in place to support a child's transition to school.

The SENCo will attend Local Authority Network Meetings and work closely with SENCos in the Horley Learning Partnership.

Any child to be integrated on a part-time placement would be first discussed with the parents/carers, Head of the Special School and other outside agencies such as the Educational Psychologist before being admitted, to ensure their admission is not detrimental to the education of other children in the class and to establish the necessary resources that are required to give access to the broad balanced curriculum.

Links with Health Services, Social Services and voluntary Organisations

The school would wish to co-operate fully with Health Services and Social Services. The head will maintain full confidential records drawing upon information from all agencies involved.

The school has a Senior Designated Child Protection Officer who will liaise with the Social Services Department over protection issues.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Disability and Access plan
- Behaviour policy
- Equality Policy
- Supporting pupils with medical needs policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Related Reading

- A Guide to SEND 2014 SCC
- SEND Code of Practice 2014
- 'The Right Provision at the Right Time' SCC April 2014
- Banding Arrangements SCC April 2014
- SEND Support Plan template SCC
- Education Health and Care Plan template SCC
- Trinity Oaks C of E Primary School Local Offer