

Trent CE Primary School Governing Body

Special Educational Needs Policy

Inspired by Christ



Kindness Thankfulness Perseverance

“A new command I give you: love one another. As I have loved you, so you must love one another”
Inspired by Jesus’ example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere**, not giving up, because God is our helper.

Approved by committee/GB	Full GB
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God created all of us in his image. *"Imagine how boring the world would be if we were all the same?"* At Trent we celebrate diversity, just as God is our helper we strive to help all children to achieve their full potential and model an attitude of kindness so they are in turn are kind to others.

We encourage children to be thankful for the way they and others are created, celebrating successes big and small.

Knowing that God is our helper, gives us the resources to persevere when we find things hard.

The SEND policy has been developed in accordance with 2014 SEND Code of Practice and the Equality Act 2010. This policy describes how this school will respond to the requirements of the Code in order to most effectively meet children's special educational needs and to provide a framework within which the needs of the whole school community can be addressed.

Definition of Special Educational Needs

A child at Trent is defined as having special educational needs when he or she has a learning difficulty or disability which calls for special educational provision to be made for them, and if he or she:

- a) **Has a significantly greater difficulty in learning than the majority of the children of their age.**
- b) **Has a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools**
- c) **Is a child under 5 who is likely to come into category a) or b) upon reaching school age, or would so if special educational provision was not made for them.**

The 4 areas of Special Need as identified by the Code of Practice

● Cognition and Learning (CL)

Processing or retaining information e.g. specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate, severe and profound learning difficulties.

● Sensory and Physical (SP)

Impairment of sight, hearing, motor skills, coordination; epilepsy.

• **Social, emotional and mental health difficulties (SEMH)**

Difficulties in relationships with other pupils and adults which may reflect underlying mental health difficulties such as anxiety or depression; attention deficit hyperactivity disorder (ADHD); attachment disorder.

• **Communication and Interaction (CI)**

Difficulties with speech and/or development of language, either understanding what they hear or being able to express themselves; difficulties with social interaction and communication; Autistic Spectrum Disorders (ASD).

Aims and Objectives

- All members of staff have high aspirations and expectations for children with SEND
- All teachers are teachers of pupils with SEND and the teaching should encompass quality first teaching and planning
- Children with SEND engage in activities alongside children who do not and are exposed to a broad and balanced curriculum.
- Children with SEND develop confidence and recognise value in their own contributions to their learning
- Children and parents express their views and are involved in setting and evaluating personal learning goals and outcomes (in light of the child's age and understanding).
- The school will inform parents when it is making special education provision for a child and when it wishes to consult other agencies offering support
- Parents are informed of their child's special needs and are given all information, advice and support when assessments and decisions on special provision are occurring
- SEND training needs are identified and provided for teachers and support staff in order to develop expertise.

- Appropriate access arrangements means all children participate as fully as possible in all school activities
- Children with disabilities will not be discriminated against.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate, and communicate information at different rates
- need a range of different teaching approaches and experiences

Arrangements for SEND The Inclusion Leader has responsibility for:

- Overseeing the day to day administration of the school's SEND policy
- Co-ordinating the SEND provision
- Meeting and liaising with staff and keeping the Head informed
- Overseeing records for all children with SEND
- Organising review meetings and inviting appropriate professionals and parents
- Contributing to and advising on the writing of provision maps and personal goals and outcomes
- Ensuring that individual learning plans and provision maps are distributed
- Applying via single agency referrals to outside agency interventions
- Liaising with parents of all children with SEND
- Liaising with outside agencies
- Monitoring SEND interventions and tracking progress of pupils with SEND
- Contributing to in-service training

- Meeting with the SEND governor
- Observing and monitoring teachers and TAs teaching of pupils with SEND
- The formal annual review of Education, Health and Care Plans through a meeting with parents and outside agencies.

The school employs other staff to meet the needs of children within the school. Staffing requirements will vary according to such need at any given time.

The Role of the Headteacher

The Headteacher has overall responsibility for the management of SEN provision and supports the Inclusion coordinator. The Headteacher offers the Governors every opportunity to participate in the school's management of SEN in order to carry out their statutory responsibilities. The Headteacher is responsible with the support of the SENCO for accounting to parents and Governors.

Providing the graduated response: School Support

The school views the identification and assessment of a child's educational needs as a positive process to be undertaken in partnership with parents. By identifying a child as experiencing special educational needs it enables them to be well supported to achieve their full potential through planning, action, monitoring and review process.

All staff are responsible for identifying pupils with special educational needs. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teacher and teaching assistants, have important day to day responsibilities. The Inclusion Leader meets with all class teachers termly and works with the staff to ensure that those pupils who may need additional or different support are identified at an early stage. In addition, the school uses assessment and tracking data to identify children in need of support. If a child already has an identified special educational need when entering the school, this information may be transferred from other partners in their Early Years setting or previous schools and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Parents may also raise concerns regarding the child's progress. The school will respond to concerns raised by assessing the child's level of achievement and progress. The Inclusion Leader will then meet with the parents and class teacher to discuss the outcome of the assessments and discuss next steps and how the child's needs can be met within school and if additional or different provision is required.

It is normal practice in class to differentiate work and most children's needs can be met through 'quality first teaching'. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/ she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress

Some children may benefit from one of the catch-up programmes for numeracy, reading, writing, speech and language, occupational therapy, handwriting and social, emotional and mental health needs. The nature of intervention may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA support.
- Extra adult time to devise/ administer the nature of the planned intervention and also to monitor its effectiveness

- Staff development and training to introduce more effective strategies.

The class teacher, in consultation with parent/carer and the Inclusion Leader will write an individual learning plan. Informal advice and information may be sought from outside agencies. The learning plan will set goals and outcomes for the pupils and detail:

- The child's views
- Success criteria
- Next steps.

The learning plan will be reviewed termly by the class teacher and parents, and the outcomes recorded. If a child has made significant progress the special educational provision can be ceased through joint agreement at a review meeting with the Inclusion Leader.

The school may seek further advice and support from outside professionals or agencies. Once the professionals are involved with the pupil their advice will be incorporated into the individual learning plan and these professionals will be invited to contribute to the monitoring and review of progress.

Involvement of outside agencies will continue as long as the agency believes they can contribute to the child's progress. Decisions to discharge a child are made by the outside practitioner but are discussed with the school and with parents at a termly review meeting.

In the case of a very small number of pupils where there is still insufficient progress despite additional or different interventions and support being in place and reviewed over time, the school may apply, with parental consent, to the local authority for a statutory assessment of their needs. Pupils and parents will be fully involved and kept informed. The local authority may accept or reject an application for statutory assessment. Where the local authority agrees to assess a pupil's needs this may result in the local authority drawing up an Education, Health and Care Plan.

The evidence will include:

- Previous learning plans and targets for the pupil
- Records of regular reviews and their outcomes
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Access to the Curriculum All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning

activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a learning Plan. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENCO meet annually to agree on how to use funds directly related to EHCP's.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

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