

Holy Trinity Catholic Primary School
Aspire not to have more but to be more

Special Educational Needs and Disability Policy

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life.

Our Mission Statement is:

**Inspired by Christ and His teaching,
Holy Trinity Catholic Primary School educates, nurtures and celebrates
the unique nature and worth of every member of its diverse family.**

The Mission Statement is summed up in our school motto: **‘Aspire not to have more, but to be more’**.

The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person’s ability to recognise and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognise that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

These aims are revisited regularly to ensure their relevance and we work to ensure our statement on equality of opportunity and values are understood by all.

Approved by:

Date:

Last reviewed on: 12 September 2024

Next review by: 12 September 2025

The Special Educational Needs Coordinator (SENCO): Miss Annette Docherty (B.Ed. Primary Education (QTS); National Award for SEN Coordination; Postgraduate Certificate in Further Education Studies)

1. Introduction

- 1.1 This policy outlines purpose, nature and management of Special Educational Needs and Disability (SEND) provision in our school.
- 1.2 This policy and information report is based on the Statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities. [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENCo's) and the SEND information report.
- 1.3 Special Educational Needs provision is an integral part of the School Improvement Plan (SIP).
- 1.4 The policy has been developed by the staff as a whole and all teachers, where it is applicable, as part of the statutory requirement of the government.
- 1.5 This policy is a live document, with key points reflected in, for example in the school's prospectus, job descriptions, induction arrangements, and curriculum and professional development policy documents. It reflects the vision and attitudes of the school community including pupils and other partners.
- 1.6 Every teacher and teaching assistant at Holy Trinity CPS is member of the teaching team for every child, including those with SEND.

2. Definitions

- 2.1 A pupil has Special Educational Needs if they have a learning difficulty or disability with calls for special educational provision to be made for them.
- 2.2 They have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of 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.
- 2.3 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.

3. Rationale

- 3.1 Special Educational Needs and Disability provision is central to the work of every class and every subject within a continuous cycle of **Assess, Plan, Do** and **Review**, following the graduated approach.
- 3.2 Holy Trinity provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers will set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning that mean they have special needs. We will take necessary action in such cases.
- 3.3 Teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and Pastoral Care Manager (PCM) will take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 3.4 Any child may have Special Educational Needs either throughout or at any time during their school career. Our policy will ensure that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.
- 3.5 The school will work closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with SEND.
- 3.6 The school website contains details of our policy for SEND, and the arrangements made for these children in our school. A link governor for SEND is identified and works with the SENCo to plan and evaluate provision across the school.
- 3.7 Termly meetings are held to share the progress of children with SEND with their parents and the child. We share the process of decision-making by providing clear information relating to the education of children with SEND and discuss any additional intervention that may be required through outside agencies.

3.8 Continuous Professional Development (CPD) is provided for all staff to ensure they have the appropriate knowledge and skills to assist with the children with SEND. This training will often be in-house or supported by the Specialist Teacher and/or Educational Psychologist.

4. Aims

4.1 The aims of the Special Educational Needs policy within our school are:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for following the **Assess, Plan, Do** and **Review** cycle.
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring that there is little or no variation between the progress of groups of learners;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting their child's education;
- ensure that our children have a voice in this process, to enable them to be independent learners, acting on advice and reflecting on their own progress;
- work within the guidance provided in the SEND Code of Practice (2014);
- ensure that all pupils with SEND have regular opportunities to identify needs they may have over and above the taught curriculum.

5. Entitlement

5.1 There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

5.2 All pupils are entitled to a broad and balanced curriculum that includes activities which challenge and encourage them to become lifelong learners, and also to:

- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.

5.3 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioral 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.

5.4 Teachers will employ a range of strategies and teaching styles to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, providing scaffolding, over-learning, in-lesson intervention and pre-teaching techniques where applicable and we use a range of assessments, formative and summative, to inform the next stage of learning.

5.5 Individual Action Plans (IAPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support have an IAP; this includes children receiving Speech and Language support.

5.6 Intervention groups or individual activities, utilise IAP targets and provide one-to-one or small group support for those individuals who require it.

5.7 We will 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. During these times, the activities the children complete assist with the achievement of their individual targets.

5.8 SEND provision will be made, where necessary, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age and/or ability. The responsibility for this provision lies with individual class teachers, under guidance from the Special Educational Needs Coordinator (SENCO).

- 5.9 Dual language speakers will be supported in developing and acquiring necessary skills through planned homework activities where and when appropriate.
- 5.10 Teachers are required to plan activities that meet the targets set in the children's IAPs. These need to be noted in planning and addressed in lessons across the curriculum, throughout each day.
- 5.11 Where necessary, we seek additional support and advice through Bright Minds (Specialist Teacher service) and The School Psychology Service (Educational Psychologist Support). Referrals are made by the SENCO for specific pupils who required support from the above mentioned agencies as well as CAMHs, Outreach, Speech and Language, Early Years Special Needs Service.

6. Implementation

- 6.1 The aims of Special Educational Needs Provision within Holy Trinity School will be supported through:
- tasks that are wide-ranging and structured;
 - clear explanation of purpose and expectation for each pupil;
 - monitoring and reviewing by all staff.
- 6.2 The **ASSESS – PLAN – DO – REVIEW** model from the Code of Practice (2014) is used throughout school, for all pupils including those with identified SEND.
- 6.3 Children with SEND have learning difficulties that call for special provision to be made. Many children may have some form of special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
 - they are under school age and fall within the definitions above.
- 6.4 We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

- 6.5 Children will require support through IAPs and SEND provision if effective teaching is not helping the children make the expected progress. Small group work should have also been implemented and been unsuccessful in bringing the child forward. Therefore, it may be necessary for the child to receive specific support and targets through an IAP.
- 6.6 Children are involved at an appropriate level in setting targets in their IAPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IAP targets. We recognise success here as we do in any other aspect of school life.
- 6.7 All our children are assessed when they join our school, so that we can find the best knowledge about their ability and attitude towards learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 6.8 These official assessments continue on a half-termly basis and help to form a Teacher judgments on the level in which the child is working. This information is then tracked on the assessment system to see if they are making the expected progress. It is expected that all children, including those receiving support through SEND provision, will make progress in an academic year.
- 6.9 The Teacher judgments are then shared at a pupil progress meeting, which are held half term. These meetings enable the staff to identify children that are not making progress despite high-quality teaching, in lesson support and out of class intervention. These children then may receive additional support through an IAP.
- 6.10 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEND Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices, under the guidance of the SENCO. The class teacher will keep parents informed and draw upon them for additional information. The SENCO is involved at all stages, offering support and guidance to staff and children. The SENCO will take the lead in further assessments of the child's needs, if this is necessary.
- 6.11 We will record the strategies used to support the child within an IAP. The IAP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. However, this does not mean the children have the same targets for one term, once achieved the IAP is annotated with a new target.
- 6.12 Targets on the IAP will be SMART – Specific, Measurable, Achievable, Realistic, Time constrained. Staff are trained in creating such targets and all IAPs are monitored and amended where necessary by the SENCO.

- 6.13 If the IAP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services through a referral to The School Psychology Service for Educational Psychologist Support or Bright Minds for Specialist Teacher Support. This may lead to additional or different strategies to those at SEND Support. External support services will provide information for the child's new IAP. The new strategies within the IAP will, wherever possible, be implemented in the child's normal classroom setting.
- 6.14 If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the Local Authority (LA) for an Education, Health and Care Plan (EHCP). A range of written evidence about the child will support the request. This evidence will be submitted via the online portal, with parental involvement being key. Prior to submission for an EHC Plan assessment (EHCNA), at least two Early Help Assessments (EHA's) will be held with the family. Parental views will be paramount in all decision making.
- 6.15 The monitoring and evaluation of this policy will be the responsibility of the SENCO who is responsible to the Head Teacher and the Governing Body.

This can be achieved in a variety of ways:

- Regular discussions with staff concerning progress of groups and individuals
- Involvement in long and medium term planning across the school;
- Work with colleagues to provide support as appropriate;
- Regular monitoring of resources;
- Reviewing of assessment outcomes to evaluate the quality of learning;
- Checking that within a Key Stage there is sufficient provision made for children with SEND.

- 6.16 Please see the *SEN Information Report* for all details about the implementation of the policy and the provision providing at Holy Trinity.
- 6.17 This document will be subject to review every year. The SENCO is responsible for the review and will then present ideas to the whole staff. The Governing Body will be fully involved in the process.

7. Supporting Children and Families

- 7.1 Engaging with families is a crucial part of the work that Holy Trinity provides for children with SEND. Parents are the first educators of children and hold a vast amount of knowledge about their child's individual needs.

- 7.2 Holy Trinity will work closely with parents/carers and families to provide support, information and guidance.
- 7.3 Parental/Carer views will be sought to evaluate and review the provision provided at Holy Trinity. These views will be used to shape the future provision provided.
- 7.4 Where additional support is required through outside agencies, the SENCo and class teachers will work with the parents to complete referrals, attend and/or organise meetings, provide professional guidance and support for families during this process.
- 7.5 Early Support Plans will be open for families where additional support requires documenting and facilitating.
- 7.6 For Educational, Health and Care (EHC) plan assessments, Holy Trinity will work closely with parents to complete the school based assessments and ensure the parental/Carer views are central to all discussions and information shared.
- 7.7 Wolverhampton's Local Authority Local Offer can be found at the website below:
<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>
- 7.8 Wolverhampton Information Advice and Support Service (IASS) is a statutory, confidential service for parents/carers of children with special educational needs. They provide access to impartial information, advice and support about all aspects of SEND. More information can be found at their website: <https://wolvesiass.org/>

8. Supporting Children at School with Medical Conditions

- 8.1 The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- 8.2 Some children with impairments and/or specific medical conditions may be disabled where appropriate adaptations are not made. Where this is the case we comply with our duties under the Equality Act (2010).
- 8.3 Some may also have SEND and may have an Education Health and Care (EHC) plan which brings together health and social care needs, as well as their SEND provision and the SEND Code of Practice (2014) is followed.
- 8.4 If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child.

- 8.5 Staff receive epipen and asthma training delivered by the school nurse. Diabetic training is also provided by the diabetic Nurse.
- 8.6 Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medical consent form is in place. Many members of staff have first aid training.
- 8.7 Please see the Medical policies (Asthma, Diabetes, Policy for the treatment of children with medical needs and the single equality policies) for further details.

9. Resources

- 9.1 Children will have opportunities to use resources that match the set activities and assist with accessing the learning. These resources will be a variety of forms.
- 9.2 Holy Trinity will continue to update and replace resources as appropriate, endeavoring to provide a range of stimulating and interesting equipment, which is accessible by all children.
- 9.3 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 SEND.
- 9.4 The Head Teacher will inform the Governing Body of how the funding allocated has been employed.
- 9.5 The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to EHC Plans.
- 9.6 The SENCO draws up the resources bid when the school is planning for the next school improvement plan.
- 9.7 HLTAs, TAs and PCM all support children with SEND and are trained in techniques and strategies to assist in their learning.

10. Health and Safety including Safeguarding

- 10.1 All activities will comply with the guidelines in the school's Health and Safety Policy and the attention is drawn of those teachers who may have a child with Hearing or Visual Impairment to the provision that needs to be made.

- 10.2 Holy Trinity Catholic Primary School is committed to Safeguarding and Promoting the Welfare of all pupils, which is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- 10.3 Holy Trinity Catholic Primary School community believes safeguarding and promoting the welfare of children is as defined within Working Together:
- Protecting children from maltreatment;
 - Preventing impairment of children’s health and development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
.....and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully. (‘Children’ includes everyone under the age of 18.)
- 10.4 Holy Trinity Catholic Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”. These duties are defined by:
- “Working Together to Safeguard Children” (July 2018)
 - “Keeping Children Safe in Education” (September 2024)
 - Information Sharing (July 2018)
 - What to do if you are worried a child is being abused (March 2015)
- 10.5 The Governors are required to keep children safe while at school, and to ensure that staff take part in inter-agency procedures to keep children safe from harm and abuse outside school. These procedures apply up to the age of 18.
- 10.6 If there are resources or activities that deem to be unsuitable for the children’s wellbeing in any way, the Designated Safeguarding Lead (DSL) **Heather Taylor** or the Deputy Designated Safeguarding Leads (DDSL) **Sarah Lester** or **Michelle Coxon** must be informed. This is the responsibility of ALL staff, including volunteers.
- 10.7 Within any homework activities, children may choose to work at a computer. Where this is done, regular breaks must be taken in order to avoid working at a computer for an excessive amount of time. Holy Trinity recognises that children should not sit for longer than twenty minutes at a computer screen without a short break.

11. Assessment

- 11.1 Assessment is an integral part of the development of skills and attitudes for life-long learning.
- 11.2 Early identification of SEND is vital. The class teacher will inform the parents and the SENCO at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 11.3 The class teacher and the SENCO will follow a graduated approach and the **Assess, Plan, Do** and **Review** model of working to assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 11.4 The SENCO will work closely with parents and teachers to plan an appropriate programme of support.
- 11.5 An initial meeting will be held by the SENCO to inform the parents what SEND provision means for their child.
- 11.6 The SENCO will direct parents to support and resources offered by Wolverhampton Information, Advice and Support Service (IASS), offered by Wolverhampton Local Authority.
- 11.7 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 11.8 When requesting and creating an EHC Plan, a range of advice is sought. The needs of the child are considered to be paramount in this.
- 11.9 Parents will be informed termly about the progress their child has made in relation to their targets set on IAPs, and the ways in which they have responded to this work.
- 11.10 Parents will also be informed twice-annually within their written report about the progress their child has made within all areas of the curriculum.
- 11.11 The SENCO will monitor the movement of children within the SEND system in school. The SENCO will provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

- 11.12 The SENCO is involved in supporting teachers involved in drawing up IAPs for children. The SENCO and the Head Teacher will hold regular meetings to review the work of the school in this area. The SENCO and the named Governor with responsibility for special needs also hold termly meetings.
- 11.13 The Governing body will review this policy regularly and consider any amendments in the light of the annual review findings. The SENCO will report the outcome of the review to the full governing body.

12. Roles and Responsibilities

12.1 The Head Teacher

- . Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and the provision at Holy Trinity;
- . Have overall responsibility for the provision and progress of learners with SEND.

12.2 The Special Educational Needs Co-coordinator

- . The SENCO is Miss Annette Docherty and her email address is a.docherty@htcps.org;
- . Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision at Holy Trinity;
- . Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- . Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- . Advise on the graduated approach to providing SEND support;
- . Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- . Be the point of contact for external agencies, especially the local authority and its support services;
- . Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- . Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- . Ensure Holy Trinity keeps the records of all pupils with SEN up to date.

12.3 The Governing Body

- . Carrying out its duties toward all children with SEND, with regard to the Code of Practice;
- . Help to raise awareness of SEND issues at Governing Body Meetings;
- . Monitor the quality and effectiveness of SEND provision within Holy Trinity and update the Governing Body on this;
- . Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision at Holy Trinity;
- . Identifying a governor to have specific oversight of the school's provision for children with SEND;
- . Ensuring that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

12.4 Class Teachers

- . Putting the policy into practice;
- . The progress and development of every child in their class;
- . Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- . Working with the SENCO to review each child's progress and development and decide on any changes to provision;
- . Developing children's abilities in the use of communication, language and literacy;
- . Planning to develop children's understanding through the use of all available senses and experiences;
- . Planning for children's full participation in learning, and in physical and practical activities;
- . Helping children to manage their behaviour and to take part in learning effectively and safely;
- . Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- . Ensuring that each child gets his or her own entitlement;
- . Reporting to parents;
- . Using the school's proforma for IAPs and creating SMART targets;
- . Assessing and forming teacher judgments to identify children which may require additional support;
- . Liaising with the SENCO.

12.5 Teaching Assistants (HLTA's and TA's)

- . Putting the policy into practice;
- . The progress and development of every child assigned to them;
- . Working closely with any teachers, teaching assistants or specialist staff to plan and assess the impact of support and interventions;
- . Working with the SENCO to review each child's progress and development and decide on any changes to provision;

- . Helping children to manage their behaviour and to take part in learning effectively and safely;
- . Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- . Providing each child gets his/her entitlement;
- . Using the school's proforma for IAPs and creating SMART targets;
- . Liaising with the SENCO.

12.6 The Pupil

- . Taking responsibility and making decisions;
- . Participating, at an appropriate level, in setting targets in their IAPs and in the termly IAP review meetings;
- . Making judgments about their own performance against their IEP targets;

12.7 The Home Environment

- . Monitoring Communicating effectively with professionals to support their children's education;
- . Communicate regularly with Holy Trinity staff, alerting them to any concerns they have about their child's learning or provision;
- . Attending IAP review meetings;
- . Completing activities agreed in the IAP meetings at home, for example Precision Teaching activities;
- . Fulfilling their obligations under home-school agreements which set out expectations on both sides.

13. Storing and Managing Information

13.1 All IAPs are kept electronically on the learning platform, protected by a username and password.

13.2 Please refer to the Information Management and Confidentiality policies.

14. Accessibility

14.1 The Equality Act (2010) places a duty on all schools and LAs ensure the accessibility of schools for disabled pupils.

14.2 We provide an accessible school environment for all children; we will discuss individual access requirements where necessary.

- 14.3 The school site is all on one level, with wide doors and open plan classrooms. In addition, we have a toilet adapted for disabled users (see Accessibility Plan)
- 14.4 We operate an inclusive school environment, where all children are included in all aspects of the curriculum. Children with SEND are fully integrated into all aspects of school life. All relevant policies are reviewed in light of equal opportunities, human rights and disability discrimination.

15. Dealing with complaints

- 15.1 The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the children's needs.
- 15.2 All complaints are taken seriously and are heard through the school's complaints policy and procedure

