

Trinity St Mary's CE School

Special Educational Needs and Disabilities Policy



'People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.'

Mark 10:13-14

Intent:

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school. This SEND policy outlines how Trinity St Mary's (TSM) aims to meet the additional needs of all children and should be read in conjunction with the school's equality policy.

There is a shared expectation at TSM that all pupils, regardless of their specific needs, should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are an equal and valued member of the wider school community regardless of age, disability, race, religion or belief, sex or sexual orientation.

TSM offers a range of provision to support children with:

- communication and interaction
- cognition and learning difficulties
- social, mental and health problems
- sensory and physical needs.

Principles of SEN

Definition:

As defined by the Children's and Families Bill 2013 and SEND code of Practice 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

or (b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition, which requires special educational provision to be made, they will be covered by the SEND definition.

SEN provision at TSM

Objectives:

- To welcome pupils with SEND and strive to meet their needs in a positive manner, enabling them to achieve their best.
- To identify and assess children with SEND as early as possible by observation, as well as gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning, through providing high quality teaching that is differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To ensure, where possible, that pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment, so that children with SEND can achieve their best.
- To ensure that SEND provision is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop staff skills in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate

Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets, which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice 2014)

- All children are entitled to full and equitable access to the National Curriculum and high quality teaching
- All efforts are made to overcome individual pupils' barriers to learning

- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled

Identification, Assessment and Response

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014:

- Communication and interaction (e.g. Autistic Spectrum Disorders)
- Cognition and learning (e.g. Specific Learning Difficulties or Learning Delay)
- Social, emotional and mental health (e.g. Anxiety or ADHD)
- Sensory and/or physical (e.g. hearing or visual impairment)

Assessing needs

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

At TSM, we aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and individual assessments if requested by the class teacher. Each term following formal assessments, tracking progress meetings are held to review the progress of every child in the school.

Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then he/she will be put on the SEND register and extra provision will be discussed and outcomes identified.

Response

TSM meets the needs of pupils with SEND by:

a. Early identification

- Concerns are noted by the class teacher/parents/carers or external agencies
- The class teacher will meet with parents to discuss concerns and identify at least 3 targets to support the child's progress. There will be a follow-up meeting to discuss the targets after an agreed amount of time. At the second meeting, there may be no more concerns or the class teacher and parents may agree more targets need to be set. If after 2 cycles there are still concerns or limited progress, the SENDCo will be reviewing the case and recommending external agencies that can support the child.
- Class teachers or the SENDCo may seek advice from external agencies, (for example the school's Educational Psychologist or Behaviour Learning Support Service, Literacy Support Service etc.) before beginning implementation of in-school support. Parental agreement is needed in all referrals. If any further specialist/external action is deemed necessary, parents will be contacted and parental permission will be sought before such involvement.

b. Specialist teaching

- Teachers may provide interventions that are **additional to or different from** those provided as part of the schools usual differentiated curriculum
- The work is well-matched to the full range of learners' needs, demonstrating a range of strategies to support the child's learning
- Advice from outside agencies is incorporated in the teaching
- Triggers for interventions are underpinned by evidence about the child regarding progress and specific difficulties, and consultations with parents, appropriate SEND team or external agencies
- For children accessing Education Health Care Plans, the best way of meeting their child's needs will be agreed and implemented through collaboration between the parents and education, health and care professionals as outlined in the EHCP/ISPs and Annual Reviews
- Targets are established and reviewed termly on a provision map.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child
- Parents, SENDCo, Class teacher and outside agencies work collaboratively to decide appropriate interventions
- Strategies and advice are followed by teachers to ensure targets are met
- Resources that may be available are stated in the SEND Information Report (Wandsworth Local offer) which is also published on the school website.

c. Education Health Care Plans (EHCP)

- If a child remains a significant cause for concern despite receiving targeted support as detailed above, a Team around the Child (TAC) meeting is held to discuss the potential need for an EHCP to be arranged. This will include the parents/carers, SEND team and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.

- A range of written evidence is collected and submitted to the Local Authority Special Needs Assessment Service from all parties involved with the child's education and health provision.
- The EHCP, if awarded, is reviewed annually and targets are set termly in conjunction with teachers, SEND team and parents/carers.

The views of the child are sought and taken into account by:

a. involving children in the decision making about SEN provision by, for example:

- Target setting with them
- Assessing progress with them
- Supporting them to take an active role in the annual review process
- Contributing to reports / EHCPs where appropriate

Parents'/carers' views and contributions are valued by the school in the following ways:

a. Parents will work in partnership with the school and other agencies through:

- Sharing concerns, questions and thoughts about their child regularly
- Providing information about their child's circumstances as appropriate
- Discussing progress and attainment regularly
- Taking shared responsibility for supporting their child's learning

b. Parents/Carers contributions are sought through:

- Parent meetings, ISP meetings, Provision Map reviews, EHCP/Statement of SEND reviews, informal conversations, any written format or any other method deemed suitable by all parties. The need for flexibility and the timing and structure of meetings is recognised.

c. TSM will keep parents/carers fully involved by:

- Making parents aware of how to access support in preparing for their contributions
- (Please see SEND Information Report for more information)
- Ensuring that parents/carers are given documents to discuss prior to meetings wherever possible
- Ensuring information about procedures is accessible to all
- Sharing information about pupil progress regularly
- Informing parents of any changes
- Sharing ISPs with parents termly

Behaviour management procedures for SEN children are in line with the school behaviour policy or in some individual cases we will follow guidance and support from an outside agency.

Children at TSM with SEND are able to access a broad and balanced curriculum through:

a. Admission Arrangements.

- TSM follows Wandsworth's Admissions Policy

- Children with statements/EHCPs applying for a place will have their needs assessed and admission agreed in line with the admissions policy and SEN Code of Practice, gaining priority admission if the school is able to provide for their needs
- The school will make every effort to meet the needs of children with SEND

b. Equality

See also TSM's equal opportunities policy

- All pupils have an equal opportunity to engage in the curriculum
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy)

c. Accessibility

- An accessible curriculum is provided for all individual pupil needs
- Termly curriculum plans are published on the school website outlining coverage and adaptations

Roles and responsibilities

Overseeing the provision of SEN within the school is the responsibility of the Governors and the Head teacher. The Governors and Head teacher delegate responsibility to the Co-ordinator for Special Educational needs (SENDCo). The named responsible person is Miss Rebecca Greene.

The SENDCo is responsible for:-

- The day-to-day running of the SEND policy
- Monitoring and assessing
- Coordinating the provision for pupils
- Maintaining the school's SEN records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies
- Contributing to the in-service training of staff
- Reporting to the governing body on SEND policy
- Managing the SEN budget set for purchasing specialist resources

Our SEN Team

Special Educational Needs & Disabilities Co-ordinator (SENDCo): Miss Rebecca Greene

Place2Be Manager: Maria Troupkou

Speech and Language Teaching Assistant: Ms Lisa Hughes

Please see also TSM's SEND information report for additional information and useful definitions. The full document which outlines the legal requirements for supporting children with SEND (The Code of Practice 2015) can be found [here](#).

Supporting pupils with a medical condition or disability

TSM recognises that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, TSM will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; TSM follows the 2014 SEND Code of Practice for these children.

Evaluation of SEND in TSM by the Governing Body

The Head teacher and SENDCo keep the Governing Body informed about all SEND matters. The SENDCo and SEN Governor have termly meetings to discuss issues.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice, shared with the school governors and all school staff and will be placed on the school web site.

Reviewed September 2024