

Trent CE Primary School Governing Body

## Special Educational Needs and Disability 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.

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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.

### **Definition of Special Educational Needs**

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

- a) have a significantly greater difficulty in learning than the majority of the children of their age
- b) have 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) are a child under five 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**

- Inclusion by design; all pupils to be welcomed into an environment that has already been thought through with diversity in mind
- 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's differences will be supported and celebrated
- We will provide a person centred approach to supporting your child
- 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 mean all children participate as fully as possible in all school activities

### **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 SENCo (Special Educational Needs Co-ordinator) 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 teacher informed
- overseeing records for all children with SEND

- organising review meetings, 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 with time, according to need.

#### **The Headteacher:**

- has overall responsibility for the management of SEN provision
- supports the SENCo
- offers the governors every opportunity to participate in the school's management of SEN in order to carry out their statutory responsibilities
- 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 an assessment, planning, action 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 SENCo meets with all class teachers regularly 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 their 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 SENCo will then meet with the parents and class teacher to discuss the outcome of the assessments, plan next steps, consider how the child's needs can be met within school and decide if additional or different provision is required.

At Trent, we believe in inclusion by design. A wide variety of needs are taken into account in the planning stages through inclusive policies and classroom set up. It is normal practice in all classes to provide adapted learning 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 a given time, the child may, with parental permission, be added to the school SEN register. The class teacher, after discussion with the SENCo will then provide support that is additional to that which is 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 where appropriate.

Reasons for a child being added to the SEN register may include the fact that they:

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

Some children may benefit from a catch-up programme for numeracy, reading, writing, speech and language, occupational therapy, handwriting or social, emotional and mental health needs. The nature of support 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 adult support.
- extra adult time to devise/ administer the nature of the planned support 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 SENCo will write an individual learning plan; a 'My Support 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 / parents 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 SENCo.

The school may seek further advice and support from outside professionals or agencies. Once the professionals are involved with a 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 following link outlines what Barnet LA consider to be ordinary support. EHCPs are only given when support needed clearly exceeds the support outlined here.

<https://www.barnetlocaloffer.org.uk/documents/2098-ordinarily-available-educational-provision.pdf>

The evidence to support an EHCP will include:

- previous My Support Plans and targets for the pupil
- records of regular reviews and their outcomes
- National Curriculum attainment levels in literacy and numeracy
- educational 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 by the Local Authority.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum. This curriculum is adapted 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, staff adapt work appropriately and assessment is used 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 My Support 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 My Support Plans, and Provision Maps for children with EHCPs. 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.