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Trinity All Through School

Special Educational Needs Policy 2018-2019

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>

LEARNING – LOVING – LIVING

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Introduction

Trinity works with pupils in the Borough of Lewisham. As an organisation in this borough we are expected to have our own **SEND Policy**.

The Policy will be reviewed every year by the governors, headteacher and Pupil Support staff.

Rationale - Values and Vision

As a church school it is our vocation, moral obligation and delight to provide the best possible education for every pupil. Trinity School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Our inclusive ethos provides a common life based on the Christian family and nurtures everyone regardless of race, gender, sexual orientation, religion or ability.

Trinity School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Trinity School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Trinity School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

We aim to provide all pupils access to a broad and balanced curriculum by:

- Ensuring that **all pupils' needs are met** and that they are supported in their learning, through **early identification** and intervention.
- Working in **partnership with parents**, staff, LA and outside agencies in a **multi-disciplinary approach** to resolve issues relating to the pupil.
- Building **supportive working relationships with parents** and **involving pupils** in all aspects of their learning.
- **Regularly reviewing** the provisions for each pupil's identified need, assessing impact and progress.
- Empowering staff to **meet the needs of all pupils** to maximise their progress.

Links with other Policies

This policy is linked to the following policies:

- Behaviour
- Safeguarding
- Child protection
- Health and safety
- Teaching and Learning
- -Complaints and grievance
- Performance Management
- Equal Opportunities
- **Pupil Support Team**

Deputy Headteacher Inclusion – Steve Gallears

SEND Governors - Rachel Allard, Hayley Atwere

Head of Interventions- Patricia Facey

Deputy SENCO (HLTA) – Anthony Walshe

School Counsellor: Anna Lewis

Learning Mentors

Young Carer link- Steve Gallears/Saara Karppinen

CLA Co-ordinator – Steve Gallears/Shelley Simpson

Teaching Assistants- 7 TA's working across the clusters, subjects and departments targeting SEND pupils

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Policy statement - Purpose of the Policy

The purpose of this policy is to promote consistency of approach and to help create a climate for inclusion. An effective school is one that values all its community and provides a meaningful learning experience for all its pupils.

Every member of staff at our school teaches, or in other ways supports, pupils with special educational needs and disabilities (SEND/SENDDD, we will use the term SEND to cover both SEND and SENDDD). It is important, therefore, to have a cohesive SEND policy, which can build on existing good practice within the school as a whole and introduce further developments.

The objective is to develop high but realistic expectations of the pupils and ensure that these are communicated to them.

To be achieved by:

- (a) Using the information gathered on pupils to ensure that we expect as much from each child as is possible and then act upon it in our teaching.
- (b) Treating all pupils whatever their ability with respect.

SECTION A1: Definition and Aims

Definition

It is especially important that we have a shared definition of special educational needs (SEND) and the best way to do this is to adopt the one which developed from The Education Act 1996 and included in the Special Educational Needs 'Code of Practice'.

'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) have a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Children must not be 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 will be taught.

Special educational provision means:

- (a) ... educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.'
- (b) A person has a disability for the purpose of this Act if he has a physical or mental impairment which has a substantial or long-term adverse effect on his ability to carry out normal day-to-day activities.
- (c) See Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially or permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

A child may fall within one or more of the definitions.

The Special Educational Needs Code of Practice (2015) does not assume that there are hard and fast categories of special educational need. It recognises that each child is unique and there is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- Communication and Interaction - SLCN, ASD, (& Dyslexia, Dyspraxia, HI, MLD, SENDsory or Physical impairment)
- Cognition and Learning - MLD, Dyslexia, Dyspraxia (& SENDsory or Physical impairment, ASD, SEMH)
- Behaviour, Emotional and Social Development - BESD(possibly arising from other complex special needs)
- Sensory and/or Physical - HI, VI & physical, neurological or metabolic causes

Our objective is to work within the guidelines presented to us by the 'Code of Practice on the Identification and Assessment of Special Educational Needs'.

To be achieved by

- (a) The use of a graduated response (School support) and high quality teaching.
- (b) To be achieved by following the framework as set out in the Code of Practice.

Aims

We fully endorse Lewisham Special Needs Policy. We believe that its stated aim of '*Every young person should have the opportunity to maximise their life chances and choices. A high quality of education is the right of every child*', is totally compatible with our school's aims '*to develop all pupils ... to equip them with the skills and knowledge they will need in their adult working lives*'. Our Special Educational Needs Policy will reflect these aims and play a significant role in the socially inclusive ethos and practise within the school.

We will do this by identifying and remedying factors, which are hindering successful learning experiences and access to the social community of the school as a whole and as individuals within the school.

Pupils with SEND should receive appropriate support and if they have statements of SEND the support indicated in their statement is available to them.

To be achieved by:

- (a) Clear assessment of individuals' needs.
- (b) All pupils with statements having the full allocation of funds available to the school spent on them.
- (c) Pupils at other stages having adequate funds available for the extra support they need.
- (d) Careful allocation of specialist staff to give the appropriate support.
- (e) A mixture of in class support and withdrawal to meet individual needs.
- (f) All staff providing a stimulating, differentiated curriculum encompassing personalised learning.

All pupils with SEND are included in the school with no discrimination.

To be achieved by:

- (a) Ensuring access to a broad, balanced, relevant and inclusive curriculum.
- (b) Pupils are encouraged to gain confidence in different curriculum areas within set groups as part of the school's normal working practice. The setting is regularly reviewed to ensure all pupils are on track to make outstanding progress
- (c) Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs.
- (d) Staff can approach the SENCO or the specialist teaching assistants for help and advice in checking planning to ensure that provision and resources are appropriate.
- (e) There is also a range of guidance on the Inclusion spread sheet and in the purple files area on a variety of needs and strategies to address them, along with suggestions on differentiation methods.
- (f) Not withdrawing any pupil exclusively from any particular curriculum area by ensuring that withdrawal is worked on a carousel basis.
- (g) Classroom observations and training through INSETs help to provide teachers with a range of strategies to enable pupils to access the curriculum.

Our school is one where inclusion is a fact not something we are working towards. All of our pupils are included in mainstream. Pupils with SEND, including those with a statement are educated alongside their peers in a mainstream classroom and take part in all school activities according to interest and/or talent in particular areas. All clubs and other activities are open to every pupil unless there are specific reasons why they should not be e.g. some sporting activities may be unsuitable for some individuals

SECTION A2: Roles and Responsibilities

Governing Body SEND Governors: Rachel Allard, Hayley Atwere

The governing body has responsibility for:

- Ensuring that, as far as possible, the aims of this policy are met and the practice outlined is implemented.
- Ensuring that statutory responsibilities are fulfilled in relation to the role of the SENDCO.
- Ensuring that the SEND policy is made available to parents.
- Monitoring the progress of pupils with SEND and the actions of the SENDCO.
- Ensuring that SEND provision is an integral part of the school development plan.
- Allocating sufficient funding to the SEND budget in order to achieve the objectives outlined for SEND in the improvement plan.
- Deciding with the Headteacher and Deputy Headteacher, what this policy should contain.

Headteacher DAVID LUCAS

The Headteacher has responsibility for:

- Deciding with the governors and the SENDCO what this policy should contain.

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- Working with the SENDCO to ensure that she is able to fulfil her responsibilities.
- Ensuring that information is disseminated appropriately.
- Ensuring the statutory assessment, statementing and annual review process is a rigorous process
- Ensuring that accurate information is transferred between settings.
- Ensuring that pupils attain the highest standards they can and that measures are in place for when difficulties occur.

Mainstream Subject Teachers

Mainstream subject teachers are responsible for:

- Planning and evaluating lessons in order to provide personalised learning.
- Monitoring and tracking progress.
- Implementing assessment for learning.
- Working with the SENDCO to deliver learning opportunities that are accessible and challenging.
- Implementing the SEND policy.
- Working constructively with external agencies and parents/carers to improve outcomes for pupils.
- Familiarising themselves with strategies for meeting the needs of pupils on the SEND register, including IEP targets.
- Passing on any concerns regarding SEND needs to the SENDCO via the Head of Department or Head of House.

SENDCO Steve Gallears

The main aspects of the SENDCO role include:

- The SENDCO is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs (SEND) at the school – overseeing the operation of this SEND policy.
- Managing the SEND team of teaching assistants.
- Preparing and reviewing IEPs (Individual Education Plans).
- Tracking the progress of pupils with SEND.
- Supporting teachers with strategies and resources.
- Liaising with parents/carers of pupils with SEND. The SENDCO can be contacted through the school if parents/carers or other interested persons need information or advice.
- Delivering INSET (In-service training).
- Liaising with other schools
- Advising on teaching and learning to support effective differentiation in class.
- Chairing and coordinating the statement review process.
- Co-ordinating and preparing the necessary documentation during statutory assessment
- Liaising with outside agencies and support services.

Support Staff

Many SEND pupils have support from a Teaching Assistant (TA) in class to focus on aiding them to access the curriculum offer, whilst encouraging them to develop their independence. In conjunction with this, staff will be helped in the production of accessible, differentiated materials, classroom management or whatever is appropriate to meet the individual needs of the pupils with SEND within the group.

All support staff are responsible for:

- Supporting individuals or groups of pupils with learning, behavioural or physical difficulties.
- Liaising closely with the teacher and SENDCO to ensure that information is shared and needs are met.
- Implementing and monitoring IEP targets.
- Assisting in the organisation of annual reviews of named statemented/EHCP pupils.
- Taking on different roles in the classroom to ensure that all pupils are able to access the curriculum and receive feedback on their learning.
- Working flexibly with colleagues to improve outcomes for all learners.

Support staff offering interventions are also responsible for:

- Keeping records of the screening, monitoring and progress of pupils with whom they work.
- Helping to devise individualised learning programmes.
- Delivering intervention programmes to individual pupils or small groups

SECTION A3: Co-ordinating and Managing Provision

The arrangements which have been made for co-ordinating the provision of education for pupils with special educational needs are:

The Inclusion teams are under the management of the Deputy Headteacher

The responsibility for co-ordinating the provision of education for all pupils is as follows:

- The HOC will initiate their own interventions to meet the needs of pupils within the faculties
- The HOC overseen by the Deputy Head of Inclusion, are responsible for co-ordinating the provision of education for all statemented/EHCP pupils in their Faculty to meet their proportion of the pupils' statutory entitlement.
- The SENDCO is responsible for co-ordinating the provision of education for pupils with special educational need and those pupils who need additional specialist interventions.

Together they monitor pupil progress

The Deputy Headteacher (SENDCO) leads the team and together they maintain or establish the records for individual pupils with SEND. Each member of the team is responsible for adding to and updating the records for pupils they support. Much of the new information is added to the Inclusion spreadsheet, accessible to all staff.

Teachers and HOC/HODs are responsible for providing a differentiated learning experience enabling all pupils to work within their capabilities to improve and develop. This will include the use of differentiated materials and/or other teaching strategies.

The SENDCO is responsible for providing support to staff to achieve the above, through developing effective ways of overcoming barriers to learning and advising staff on strategies for meeting pupils' needs. This can be done through whole staff INSET; individual discussion; departmental or cluster discussion or training; training for NQT's and Teach First on IEP's (Individual Education Plans); information on the Inclusion spreadsheet with IEP targets and individual strategies etc; including strategies for specific pupils; or generic information on various needs and syndromes and how best to support these pupils in the classroom. Some of this information is emailed to all staff and highlighted during whole staff briefings.

Pupil Support staff are regularly trained in specific areas of SEND to ensure that their knowledge is kept up-to-date so that they can best support SEND pupils and other staff across the school.

The DH liaises with external support agencies. Primarily the school's allocated health professionals, educational social worker, educational psychologist, doctors, school nurse, SEND caseworker, the Lewisham Specialist Support Services, Social Services Social Workers, any other providers of support services (including voluntary organisations) and parents/carers etc. as appropriate. The purpose of the liaison is to put in place, the support and monitoring arrangements for individual pupils with SEND.

SECTION A4: Admission Arrangements

Our Local Authority – Lewisham, is the admission authority. Our governing body acts in accordance with the admission arrangements determined and published by our local authority as a Church School. We acknowledge that if we are named in a child's statement, we have a responsibility to consult and if we can meet the needs ensure that the provision outlined in the statement is met.

The admission arrangements for pupils with SEND who do not have a statement in so far as they differ from the arrangements for other pupils.

Children with SEND (but without a statement) are admitted to the school under the same set of criteria as other pupils.

Priority is given according to the following: -

- Applicants who attend and apply for a church placing
- Applicants who live nearest to the school although other applicants may be given higher priority on the grounds of:
 - a) an unreasonably difficult journey to an alternative school if they were not accepted.
 - b) professionally supported medical or social need for that particular school.
- Applicants who have a sibling in the school

Pupils may also be directed to our school if it is the named institution within a child's statement of special educational needs, as long as we can provide the adequate resources needed.

SECTION A5: Specialism and Special Facilities

The kinds of provision for SEND in which the school specialises and any special units

There is a range of experience and expertise within the Inclusion Department and across the school, we work with pupils with Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD), Behavioural, Emotional and Social Difficulties (BESD), Speech Language and Communication needs (SLCN), Autistic Spectrum Disorder/Condition (ASD/C), pupils with physical needs which can impact on their Mobility and pupils with SENDsory impairment.

Facilities for pupils with SEND at the School including facilities which include or assist access to the school by pupils who are disabled.

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The school has a lift to allow for the use of wheelchairs or physically impaired pupils and visitors to access all of the school and there are toilets for those with disabilities.

SECTION BI: How resources are allocated

How resources are allocated among pupils with SEND.

Resource allocation

All money allocated to support pupils with statements is spent directly on them. Usually this is in the form of specialist teaching assistants or outside agency support which has to be bought, but occasionally it will buy special materials or equipment to aid pupils' learning.

All SEND pupils will be helped in class by their subject staff providing a stimulating, differentiated curriculum encompassing personalised learning. Staff may seek advice from the Inclusion staff to help them to prepare appropriate materials/lessons to enable pupils with SEND to access a balanced and broadly based curriculum.

Inclusion staff aim to ensure that staff are aware of vulnerable pupils and the interventions required. We are committed to creating an inclusive vision and culture where all staff understand responsibility and accountability, so that pupils make progress irrespective of their level of need and the barriers to learning that they may encounter.

Additional provision.

Some pupils are provided with interventions that are additional to or different from those offered as part of the school's usual differentiated curriculum. This stage is known as **SENDD Support** if pupils make little or no progress despite the support given by intervention work, the help of external services may be sought. In a very small number of cases a 'statutory assessment' can be made by the LA (Local Authority) which may lead to the issuing of an **EHCP**

Interventions include:

- In-class support
- Social skills and social stories particularly for pupils with ASD.
- SLCN input
- Restorative Justice (RJ) Conferences to resolve issues of conflict.
- Anger management and behaviour modification for pupils with SEMH through Drama Therapy. Learning mentors and New Woodland Outreach
- Staff mentors for pupils in Key Stage 4 with SEMH.
- Transition work for pupils coming to the end of key stage 4.
- Exam concessions, particularly for pupils with SpLD.
- ICT software
- School Nurse
- Educational Psychology (EP) assessment and advice.
- Hearing Impairment Service monitoring and support.
- Visual Impairment Service monitoring and support.
- Child and Adolescent Mental Health Service - CAMHS.
- Pupil Referral Unit / Special School for SEMH. AMC/NW
- Social Services (this includes support for children which are looked after CLA).

- Youth Offending Service – YOS.
- Education Welfare.
- Outreach tutoring.
- Communications and Interaction Team monitoring and support.
- Speech and Language Therapy team assessment and advice
- Specific Learning Difficulties Team monitoring and support.
- The Communications Clinic assessment and advice.

These agencies provide the pre-referral information needed by external support services to enable them to make an assessment of the needs of individual pupils with significant problems and to advise us on approaches and strategies and other agencies that might support the child's SEND in order for them to make progress.

Pupils with physical disabilities follow a basic exercise programme set by a specialist physiotherapist. Some may have support in lessons and adaptations made in the classroom. They can also be allowed to leave lessons five minutes early, sometimes accompanied by a member of staff if they need access to the lift, and some are given permission to leave by the front entrance. Information is shared with staff and care plans are prepared by the school nurse, for these pupils it has been important to make all staff aware of specific needs and symptoms, emergency procedures (including PEPs – Personal Evacuation Plans) and issue pupils with medical notes in their journal to be used if they feel unwell. When trips are organised, their needs are taken into account to ensure that they can fully participate.

In addition to the initial assessment of pupils (and those regularly carried out by mainstream subject staff), regular tests and assessments are conducted in order to measure progress and to inform the teaching by all the staff within the school. Those pupils with an IEP at SEN support and beyond will have a regular review of their targets. Staff are informed of new and reviewed IEP targets.

SECTION B2: Identification, Assessment and Review.

How SENDD pupils are identified and their needs determined and reviewed.

The triggers for intervention through School SENDD Support, will follow the concern, underpinned by evidence, that a pupil, despite receiving differentiated learning opportunities, has made little or no progress.

Help from external services is requested. The trigger for this level is that despite receiving an individualised programme and concentrated support the pupil continues to make little or no progress.

A request for a statutory assessment for an Educational Health Care Plan (EHCP) will be made to the local authority where a pupil:

- Demonstrates significant cause for concern.
- Has failed to respond to strategies developed through both School Action and School action Plus.

We have adopted this graduated response to SEND. See SEND Code of Practice for details.

Arrangements made for co-ordinating the provision for pupils with SEND within the school

We aim to identify and assess the SEND of pupils and match them with appropriate provision with a view to supporting and raising their achievement. The range and quality of SEND provision is continually monitored and pupils benefit from co-ordinated provision by developing close partnerships with parents, external agencies, health and social services.

The Inclusion Department and others working across the school support pupils with a range of needs, using our expertise we aim to enable these pupils to access the curriculum and the social community of the school.

Pupils should have their individual needs clearly and carefully identified, assessed, recorded, monitored and reviewed.

To be achieved by:

- a) The SENCO recording any Special Educational Needs and Disabilities (SEND) concerns that primary school staff have at the 'primary, secondary transfer day' in the summer term, prior to pupils starting in year 7. For any particularly vulnerable pupils, the SENDCO or a member of the Inclusion team or YPL will visit the primary feeder school for a meeting, often involving parents, to discuss transition, needs and support.
- b) The school testing all pupils on entry for reading and spelling
- c) Inclusion and YPL collecting as much information as possible from a variety of sources: primary records, teacher interviews, reports, parent/carer interviews, pupil interviews, classroom observation, formal testing, medical staff and or medical records, social services, educational social workers, educational psychologists.
- a) Staff can refer pupils to us on our referral form and those pupils for whom it is felt it would be beneficial.
- b) Ascertaining the strengths, weaknesses, abilities and disabilities, as well as, levels of achievement of all of our pupils. We will further assess individuals to help us produce accurate records and make accurate assessments of pupils' SEND. We may involve agencies such as the educational psychological service in this.
- c) The SENCO communicates information on pupils' strengths, weaknesses, coping strategies and medical issues, as well as advice on teaching strategies, interventions and preventative work to all staff in order to enable them plan accordingly and provide for differentiation.
- d) General information on pupils and their needs is regularly updated on the inclusion spreadsheet and termly in the red file which contains general information on SEND and strategies to support pupils as well.
- e) Regular reviews of the educational progress of all pupils and especially of those with SEND.
- f) Those pupils with IEPs should have at least yearly reviews to help staff, parents and themselves to see what their difficulties are and how to improve. Pupils with a statement will additionally have this reviewed annually; this can be brought forward, as necessary, for an interim review. Parents and pupils should be involved in these processes when possible.

SECTION B3: Evaluating Success.

How the governing body evaluates the success of the education which is provided at the school to pupils with SEND.

The governing body monitor and evaluate the successful implementation of the SEND policy to ensure that the principles and objectives laid out in the first part of this document are adhered to. The evaluation will take part annually and will acknowledge the aspects of the policy and practice that are successful and those that will be a priority in the Department Improvement Plan in the following year.

The following aspects will be reviewed and evaluated annually:

- The System for identifying and assessing pupils with SEND.
- The provision designed to meet the pupils' SEND.
- Record keeping for SEND.
- The allocation of resources for pupils with SEND.

Careful pupil tracking ensures that we have high expectations of all of our pupils and that any trends in the progress of groups of pupil are checked. The progress cycle ensures that strategies are applied if it is felt that any group of pupils are not making the progress they should.

Other ways of assessing the success of the policy include:

- Monitoring of classroom practice by YPL, HOD and DH.
- The annual departmental and whole-school Development Plan.
- Departmental review of policy and practice.

SECTION B4: Complaints Procedure.

Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at the school.

We consider that our school has an 'open door' policy which allows for parents/carers and staff to work together to support pupils' learning. However, there may be times when parents/carers remain unhappy with the nature of the provision available to their child.

- Our policy is to make sure that every opportunity is made available for parents to air any issues they may have, as soon as possible. In the first instance, concerns should be discussed with the Head of House or Head of Cluster.
- If the parent/carer is not satisfied with the response, then the DHT of Inclusion, should be contacted in writing. A response will be made within five working days.
- If the matter is not resolved, the Headteacher should be approached.
- In the very rare circumstances where the concerns are felt to have been inadequately addressed by the DHT of Inclusion or the Headteacher, the Governing Body should be contacted in line with Lewisham's Policy on complaints to Governors, (this can be done via the school office). Copies of this are also available from the school or directly from Lewisham Education.
- If, following a response from the Governing body, the parent/carer feels that the complaint has not been adequately addressed, they are entitled to contact the local authority, who will then apply their own complaints procedure.

We expect all members of the school staff to handle concerns or complaints SEND sensitively and listen and respond to parents/carers appropriately.

SECTION B5: Staff Development and Performance Management.

Any arrangements made by the governing body relating to in-service training (INSET) for staff in relation to SEND.

We recognise the importance of regular staff training to ensure that we keep up-to-date as well as exploring new areas of knowledge in relation to SEND. In order to do this we are committed to the following cycle of staff training:

- Regular child protection updates.
- SENCO and specialist TAs receive regular training in the full range of SEND.
- Whole-staff training on SEND is included in the regular cycle of INSET.
- The SENCO provides training to NQTs, Teach First and other staff across the school in a range of SEND issues.
- The SENCO makes available information on SEND and strategies, along with differentiation methods.
- The SENCO provides personalised learning information on individual pupils to all staff to support them across the school.

SECTION B6: Links with Other Agencies, Organisations.

The use made of teachers and facilities from outside the school, including links with support services for SEND.

The SENCO is responsible for liaising with external agencies and support services in respect of pupils with SEND at School Action Plus. This includes:

- Termly meetings with the educational psychologist (EP)
- Liaising with the Sensory Teachers Team - Hearing Impairment (HI) Service. Visual Impairment (VI) Service.
- Liaising with the Communication Clinic.
- Liaising with the Communication and Interaction Team.
- Liaising with the Specific Learning Difficulties (SpLD) Outreach teacher.
- Liaising with the Speech and Language Therapist - SALT
- Liaising with CAMHS (Child and Adolescent Mental Health Service).
- Liaising with any alternative provisions.
- Liaising with the YOS (Youth Offending Service).
- Liaising with the school nurse service
- Liaising with Local special schools for support and interventions.
- Chairing annual review meetings.
- Attending Team Around the Family (TAF) meetings to provide information on learning and behaviour where necessary.
- Where pupils are dual registered, half-termly meetings are held between staff at both settings to check on progress and consider any changes to arrangements as necessary.
- Liaising with the School Counsellor

The role played by Parents of pupils with SEND

Parental viewpoints as well as their experience of their own daughter/son are more extensive than ours; we recognise this and wish to work in partnership with parents at all stages of their child's education and progress.

- Parents/carers are vital to the learning process, we want to encourage and maintain effective communication between home and school. Parents are always welcome to email or phone, or to make an appointment to come in.
- We value parents/carers input in the decision-making process to meet their child's AEN needs and inform departmental practice.
- The SENCO aims to be available at every parents evening to discuss any concerns. Effective use is made of parents' evenings and other regular meetings to give clear and accurate information to parents/carers as to their child's strengths, areas for development and how they are being addressed within subject lessons.
- We produce IEPs (Individual Education Plans) and complete Annual Reviews, these need to be considered and evaluated together with parents/carers.
- Where we need to take further advice on a pupil's individual needs we invite parents/carers in for a meeting to complete a referral forms in order to access outside agency support and advice for some of our SEND pupils who have particular additional needs.
- The department endeavours to attend all annual review meetings of year 6 pupils with a statement in primary schools, where Trinity is identified as their preference.
- Meetings with parents/carers can be beneficial in considering ways of supporting pupils at home.
- We have information on the parent partnership advisor who works with parents/carers whose child is going through a full assessment and those who have statements.

The systems in place for parents/carers to have easy access to the correct member of staff to answer their concerns and feel welcome:

- If parents/carers have a **general concern** about their child – they should get in touch with the child's **Form Teacher**.
- If parents/carers have an **AEN** (Additional Educational Needs) concern – contact the **Deputy SENCO, Anthony Walshe**

Parents/carers can contact us by:

1. writing a note in the child's 'Journal',
2. writing a note to a teacher via Reception,
3. phoning the school and leaving a message for a member of staff - 020 88523191
4. Emails can also be sent and forwarded to staff - admin@trinity.lewisham.sch.uk
4. Information can also be found on the school's website

Involving pupils

We recognise that pupils with SEND have a unique knowledge of their own needs and circumstances. They will be encouraged to participate in all the decision-making processes that occur, including:

- Setting of learning targets
- Contributing to their IEP
- Assessment of their needs
- Their annual review

- Transition planning
- Giving feedback about units of work and support
- The strategies that are most effective in helping them learn
- Trinity Voice

It is expected that all pupils, regardless of level of learning, will take part in the decisions that are important to them. Where necessary, additional adult time is made available to them to record their views and make comment during consultations.

Any links with other schools, including special schools, and the provision made for the transfer of pupils with SEND between schools or between school and the next stage in life or education.

To be achieved by:

- (a) The development of links with the SENCOs of other schools especially those in the primary phase.
- (b) Recording information about pupils with AEN from the 'All Pupil Form' when they transfer from primary to secondary school.
- (c) Meeting face to face with primary school representatives to share more detailed information at the Primary/Secondary Transfer Day.
- (d) The department endeavours to attend all annual review meetings of year 6 pupils with a statement in primary schools, where Trinity is identified as their preference.
- (e) We also attend TAC (Team Around the Child) meetings at primary schools for identified vulnerable pupils.
- (f) The Inclusion department invites all SEND parents/carers to a transition morning in the Summer term before their children start school with us, to provide information on the support available to their children in school and to suggest ways of supporting their children to make a positive transition to secondary school.
- (g) The Inclusion team read through the SEND folders of pupils at the start of year 7 to gauge the level of input a pupil is receiving from outside agencies and to plan for any support needed in school.
- (h) The DHT attends the Inclusion Managers Network each half term, which enable close liaison with other secondary school Inclusion managers.
- (i) We support the casual admission with YPL's induction procedure to support pupils transferring to us from other schools.
- (j) We prepare statemented/EHCP and vulnerable pupils, especially those with ASD, for transition to sixth form, college or work in year 11 with a programme of work which includes college visits and interview practise through Peter Dolor. SEND KS4 to KS5 transition.
- (k) We collaborate with other schools and colleges to prepare transition plans particularly for pupils with ASD/C (Autistic Spectrum Disorder or Condition) and those with statements.

Links with health services, social services and welfare services and any voluntary organisations that work on behalf of the pupils with SEND.

Some of the services work closely with the school throughout the year:

- Sensory Teachers Team - Hearing Impairment (HI) Service. Visual Impairment (VI) Service.
- Speech and Language Therapist - SALT

- CAMHS (Child and Adolescent Mental Health Service).
- The school nurse service.
- Social Services including the Local Authority Education and Welfare Service.
- YOS (Youth Offending Service).

References.

- Special Educational needs Code of Practice – 2015
- Tools for Improving Outcomes for Children and Young people with SEND &/or Disabilities – Suzanne O’Connell, Barbara Roberts, Christine Newton – Forum 2010
- The SENDCO Handbook second edition – Sue Soan - Optimus Education 2010
- SEND Toolkit DfES 2001

Definitions of key SEND terms - Acronyms

ADD/ADHD - attention deficit (and hyperactivity) disorder

AEN - additional educational needs (SEND and EAL)

ASD/ASC - autistic spectrum disorder or condition

BESD - behavioural, emotional and social difficulties

BESTs - behaviour and education support teams

BSL - British sign language

CAFCASS - Children and Family Court Advisory and Support Service

CAMHS - Child and Adolescent Mental Health Service

CoP - Code of Practice

CP – Child Protection

DAMP - deficits in attention, motor control and perception

DDA - Disability Discrimination Act

DOB – Date of birth

Dyslexia (also known as SpLD)

EAL - English as an additional language

EBD - emotional and behavioural difficulties

EMS – English, Maths, Science

EP – Educational Psychologist

EWO - educational welfare officer

FLO - family liaison officer (or support worker)

FSM – Free school meals

G&T – Gifted and Talented

HI – Hearing Impairment

HLTA _ Higher Level Teaching Assistant

HOC – Head of Cluster

HOD – Head of Department

YPL – Year Progress Leader

IEP - individual education plan

IQ - intelligence quotient

KS - Key Stages

KS2 – Juniors – years 4, 5, and 6

KS3 – Secondary age, years 7, 8, and 9

KS4 – Secondary age, years 10 and 11

LA - local authority

CLA - looked-after child

LDD - learning difficulties and/or disabilities

LSA - learning support assistant

LST - learning support teacher

LSU - learning support units

MLD - moderate learning difficulties
 MSI - multi-SENdsory impairment
 OCD - obsessive compulsive disorder
 ODD - oppositional defiance disorder
 OT - occupational therapy/therapist
 PBM – Positive Behaviour Management
 PEP - personal education plan
 PEP – personal evacuation plan (for physically disabled pupils, in case of fire etc)
 PEX – Permanent exclusion
 PI – Physical Impairment
 PIVATS - performance indicators for value added target-setting
 PMLD - profound and multiple learning difficulties
 PPS - parent partnership scheme
 PRU - pupil referral unit
 PSP - pastoral support plan
 PTSD – Post traumatic Stress Disorder
 RAG analysis – attributing Red, Amber or Green to plans as to whether they are:
 not started = Red
 started = Amber
 completed = Green.
 S – Statemented (pupils who have a statement of special educational need)
 SaLT - speech and language therapist
 SCD - sickle cell disorder
 SEBD – Social emotional and behavioural difficulties
 SEND - Special Educational Needs
 SENDCo – Special educational needs co-ordinator
 SENDD - Special Educational Needs and Disabilities
 SENDDisT - special educational needs and disability tribunal
 SID - SENdsory integration disorder/dysfunction
 SLCN - speech, language and communication needs
 SLD - severe learning difficulty
 SLT - speech and language therapist
 SMART targets – Specific, measurable, achievable, realistic, time-related targets
 SpLD - Specific learning difficulty (also known as dyslexia)
 TA - teaching assistant
 TAC – Team Around the Child meeting
 VAK - visual, auditory, kinaesthetic
 VI – Visual Impairment
 VRT - Voice Recognition Technology
 YC – Young Carer
 YOS – Youth Offending Service
 YP – Young person

Differentiation

Differentiation by teaching and learning
 Differentiation by classroom organisation
 Differentiation by task
 Differentiation by support
 Differentiation by resources