



Special Educational Needs Policy

Date:	September 2017	Review Date:	September 2018
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“May the God who gives endurance and encouragement give you a spirit of unity among yourselves as you follow Christ Jesus,”

Romans 15:5

Our Mission Statement:

WE ARE A LEARNING COMMUNITY

WE ARE A LOVING FAMILY

WE ARE LIVING GOOD LIVES

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN 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 disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities, generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

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 are taught.

One significant change arising from the reforms is that statements of special educational needs, for those children with more complex needs, have now been replaced with a new Education, Health Care Plan (EHC).

Here at Trinity there are a range of specific needs that children have and we draw on the experience of multi-agencies to support us.



Does my child have special needs?

Early intervention is the key when assessing children's needs and it is the role of the Inclusion Leader to assist both the staff and parents with support when identifying and evaluating the child's specific needs. The designated Inclusion Leader is Claire Kyriakides and can be contacted on 020 8325 4551.

At Trinity we are very clear on the distinction between:

- children who may require some extra support
- children who have a specific learning difficulty or disability that significantly impacts on their learning development.

For children requiring extra support, the priority is to ensure they are receiving high-quality teaching and that their needs are met within class. They could benefit from, for example, changing where they sit in the classroom, support from adults, and being set tasks particularly suited to their level. If, despite this, their progress is not in line with expectations, extra support will be put in place with specific targets for a fixed period of time. We will measure the impact of this support.

Examples of the types of support we use are listed below:

Type of Provision	Description	Staff Involved
Lexia Reading	Daily diagnostic reading program using the Lexia software	Administered by inclusion teaching assistants
Symphony Maths	Daily diagnostic maths program using the Symphony software	Administered by inclusion teaching assistants, teaching assistants and class teachers
Personalised Learning	Short daily homework tasks aimed at boosting skills in specific areas of writing	Administered by class teacher
Precision Teaching	Daily 20-minute session, focusing on one aspect of learning, e.g. counting in 5s	Administered by a teaching assistant in addition to regular lesson
Intervention Groups	Half hour sessions primarily aimed at children who require some specific support in reading, writing or maths	Administered by inclusion teaching assistants
Play Therapy Sessions	1:1 sessions are provided for children who have social or emotional needs on a weekly basis	Administered by an independent Play Therapist

We believe every child can and should achieve. Some children simply need some extra help along the way to becoming more confident, independent learners, so extra support is a short term boost. We want children to believe that they can be successful independent learners rather than becoming reliant on external support. We do not classify children in this category as having special educational needs. We call this school support

If you have any concerns regarding your child's needs please contact the Inclusion Leader, Claire Kyriakides.



Objectives in making provision for children with SEN

- To value all the pupils equally.
- To identify and meet the needs of children with SEN as early as possible.
- To allocate adequate resources to support children's individual needs.
- To offer high-quality support to ensure that children have the greatest possible access to the Early Years Foundation Stage Curriculum and National Curriculum.
- To work with parents from the earliest stage of the process.
- To seek the views of the child and take these into account, ensuring each child is listened to.
- To ensure that all staff and governors are familiar with the expectations of the SEN Code of Practice 2014.

Specific Learning difficulties and Educational Health Care Plan

Some children have a specific learning difficulty or disability that is likely to have an impact on learning throughout their lives, for example Down's Syndrome, Autism, Asperger's or Dyslexia.

Other children may have specific learning difficulties that require specialist support, for example from our Speech and Language therapist or Educational Psychologist, before this happens we will always seek parental consent.

Levels of SEN provision:

1. For children with less complex needs but who still require help the DFE have introduced a new system called SEN support which replaces school action/school action plus
2. Educational, Health Care Plan- which replaces a statement of special educational needs for children with complex needs

Provision for children with specific learning difficulties

The school may seek further advice and support from other specialists, e.g. educational psychologist, speech and language therapist, the specific learning difficulties team, the behaviour outreach team, etc. If we think a child needs to be referred to an external agency, we will discuss this with the parents first, and ask for written consent to make a referral. Parents receive copies of all reports and have a chance to meet the professionals involved with their child.

Children at this stage can usually expect:

- Weekly targeted group work in class, supported by the class teacher/teaching assistant.
- Weekly timetabled 1:1 or 1:2 support in class from teaching assistant.
- Weekly timetabled support from the Inclusion Assistant, either 1:1 or in small groups (maximum 4)

In addition to this there may be programmes recommended by specialists, such as a speech and language therapist or specific learning resources.

Referral for an Education, Health and care Plan - If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process.

This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multiagency approach to assessing that need, to planning and identifying resources, is required.

Educational Health care plans are reviewed annually in a process called the annual review, and includes a meeting to which the parents and all professionals involved with the child are invited.



Trinity Primary School
No Ordinary School

When pupils are due to transfer to secondary school, a secondary transfer annual review meeting will take place when they are in Year 5. If the child makes sufficient progress towards his/her targets, the provision may change or cease.

What is an Individual Educational Plan (IEP)?

If a child is identified as having SEND, he/she may need support that is different from the support given in class. This support will enable them to engage in activities alongside their peers who do not have SEND and ensure they are fully included in the learning. This will be monitored by the SENCO and an Individual Educational Plan (IEP) is put in place. The IEP identifies specific, measurable and achievable targets and the support given. We will aim to review the IEP at least three times in the academic year and the outcomes will be recorded and shared with the child's parents or carers. This is a working document that is used by all involved in the child's learning (class teachers, teaching assistant, Inclusion Leader and Assistants, parents and carers, and when he or she is old enough, the child themselves.)

The IEP is written collaboratively. The initial draft will be between the Inclusion Leader and the class teacher and this will be shared with all others involved with the child.

IEP's will be shared and reviewed with parents and carers throughout the year, allowing parents to be involved in their child's education.

Links with class teaching – A graduated approach – 'Every teacher is a teacher of SEN Quality First Teaching- 'The baseline of learning for all pupils

The class teacher has a key role in supporting children identified as SEN children. This is primarily through;

- high-quality teaching, with independent learning tasks set that are tailored to the needs of the child.
- weekly planning that identifies how children with SEND are supported.
- effective management of learning support assistants and teaching assistants.
- having high expectations of all children.

Adaptations to the curriculum are made for any child who finds learning difficult. This may be through differentiated work, extra adult support or specialist resources to support their needs. Identified children with SEN also receive weekly interventions to support their learning in class. These interventions are run in small groups and allow the children to consolidate their learning in a calm and quiet setting.

If required, children with specific learning difficulties will have a work station in their classroom. This gives them an area that is fully resourced and allows them a space which is designated for their learning. Support staff are guided by both the Inclusion Leader and Outside Agencies on how to set these up and use them most efficiently.

Roles and Responsibilities

The governing body has specific responsibility to:

- Ensure that appropriate provision is made for any pupil who has special educational needs or disabilities.
- Ensure that children's needs are made known to all who are likely to teach/support them.
- Ensure that teachers and support staff in the school are aware of the importance of identifying those pupils who have SEND.
- Ensure that children with SEND have access to a broad and balanced curriculum that is compatible with their learning needs. It should also take into account the efficient education of the other pupils in the class and the efficient use of resources.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In exercising their duties, governors have regard to the Special Educational Needs Code of Practice 2014 and the Disability Discrimination Act. Governors will report to parents annually on the implementation of the SEND Policy.



The Head of School has responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Governing Body fully informed
- working closely with the school's SENCO and Inclusion Team

Teachers have a responsibility to adapt the curriculum to meet the needs of all learners. They are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The Inclusion Leader's responsibilities include:

- co-ordinating provision for pupils with SEN
- liaising with and advising staff
- liaising with parents of pupils with SEND
- liaising with other members of the Inclusion Team
- liaising with secondary school Inclusion Leaders and other primary school Inclusion Leaders to share information and seek out best practice
- keeping abreast of SEN law
- identifying training opportunities for staff working with children with SEND.

It is also the role of the Inclusion Leader to regularly monitor the impact of the interventions and in class support. This is carried out in a number of ways such as pupil progress meetings with the class teachers, weekly meetings with the Inclusion assistants and

Allocation of Resources

Funding for SEND comes from the following sources:

- school budget
- local authority SEN fund

The school spends this money on:

- additional teaching staff
- learning support assistants
- training for all teachers and learning support assistants
- specific books and equipment, including ICT
- enhanced speech and language service

Staff Training and Development

The school is committed to the continuous development of all staff. This includes INSET days and courses led by members of staff within the school, within our cluster of local schools or professionals from outside agencies.

Partnership with Parents

Partnership with parents plays a key role in enabling children with SEN to achieve to the best of their ability. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active role in their child's education. Parents are always welcome to share concerns with members of staff. They also have a right to be kept informed of their child's progress.



Pupil Participation

Children with SEND will be encouraged to participate in the decision-making process, including the setting of learning targets and contributing to IEPs (appropriate to the child's age and understanding). Extra pastoral support will also be offered to ensure the child is listened to and any bullying is prevented.

Links with other Main Stream Schools and Special Schools

Advance planning for children in Years 5/6 is essential to allow appropriate options to be considered. We work very closely with Trinity Secondary and as a through school we ensure children moving to the Secondary are fully prepared for the transition. The Inclusion Leader will liaise with the special educational needs departments of all the secondary schools to ensure that effective arrangements are in place to support pupils with SEND at the time of transition.

How do we know if this policy is effective?

Our main indicator of impact is in the progress and attainment made by the children. We will therefore review the policy annually alongside analysis of pupil progress. Feedback from staff, parents and carers, pupils and any other relevant groups will play a significant part in the review of this policy.

What if I am not happy about something?

If you are unhappy about the provision that is in place for your child or feel you need to discuss an issue regarding your child's support here at Trinity, please contact either Darren Janes or Claire Kyriakides to arrange a meeting.

Head of School:	Darren Janes	Date:	September 2017
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