



Trinity & St Michael's CE/Methodist Primary School

Special Educational Needs and Disability Policy

Updated: April 2025

To be reviewed: April 2026

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TRINITY & ST MICHAEL'S PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

OVERVIEW

Any learner may have special needs/disability during their time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure:

1. That the school meets the needs of learners identified in the Children and Families Act 2014 and reflects the SEND Code of Practice 0-25 guidance.
2. That no learners, especially those with SEN or disability, are discriminated against.
3. That funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

This policy will be used alongside and in conjunction with The Local Offer produced by LCC and various other school policies namely The Attendance Policy, The Pupil Premium Policy and The Behaviour Policy. It is also embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs or a disability is a matter for the school as a whole. All teachers are teachers of special needs and disabled pupils. In addition to the Governing Body, the Head teacher and the SENCO this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

AIM

To raise the aspirations of and expectations for all pupils with special educational needs/disabilities.

OBJECTIVES

1. To ensure that all learners' individual and special needs/disabilities are met effectively so that they can receive their educational entitlement and that they are given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for students with individual and special needs/disabilities is central to curriculum planning and that teaching and learning is differentiated appropriately for their needs so that they can achieve high standards and make good progress for their abilities.
3. To recognize and record students' strengths and successes to encourage a positive self-image.
4. To ensure that those with management responsibility and individual staff accept responsibility for planning, organization and provision of appropriate educational materials and resources for pupils displaying individual and special needs/disabilities.
5. To develop and maintain partnership and high levels of engagement with parents
6. To work within the guidance provided in the SEND code of Practice 2014

STRATEGIES

1. Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs/disabilities are met to the highest standard and quality.
2. Identification and referral of students, considered as having special educational needs/disability, will be the responsibility of every member of staff (see appendix 1)
3. The SEND Co-ordinator will be responsible for managing the process of the identification and assessment of the specific educational needs and for assisting teachers in providing initial support in any or all of the four areas of need as identified in the Code of Practice i.e. Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and Physical.
4. The SENCO will also initiate any formal assessment of SEND and arrange for the involvement of outside agencies as appropriate. (See appendix 2- roles and responsibilities)

5. The assessment of educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians. Learners will be fully and actively involved at each stage. (See appendix 3 – systems and graduated support)
6. Consideration will be given to factors which are not SEND but may impact on progress and attainment i.e. attendance, punctuality, health and welfare, English as an additional language, being in receipt of the pupil premium, being a looked after child, being a child of a serviceman/woman
7. The Governing Body will have in place, a system to ensure that parents are appropriately involved at every stage and that documents and information are stored in line with data protection and school policies.
8. In accordance with Section 69 of the Children and Families Act 2014 the governing body will publish an SEND information report that is made available on the website (see appendix 2 – roles and responsibilities)
9. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
10. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual or group withdrawal, use of specialist teachers and therapists.
11. The positive achievements of pupils must be recognized and celebrated, in line with the school's policy on Assessment and Reporting to parents.
12. Pupils in receipt of EHC Plans will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.
13. Complaints about SEND provision will be dealt with in accordance with the School Complaints Policy.

OUTCOMES

In this school all learners including those with special needs/disabilities will have their needs met to a high standard so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEND are included, treated as favourably as others and given appropriate access to the curriculum teaching and learning.

Appendix 1 - Identifying Special Educational Needs/Disabilities

Definition of SEND

The Children and Families Act 2014 section 20 defines when a young child or person has special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools in England.

Categories of Need

The SEND Code of Practice describes four broad categories of need:

Communication and Interaction
Cognition and learning
Social Mental and Emotional Health
Sensory and Physical

At Trinity & St Michael's we consider the needs of the whole child not just those that impact on their educational attainment.

Assessments

All children are assessed when they join our school, so that we can build upon their prior learning. Various assessments are used throughout the school year. These include

- Baseline assessments in Reception
- Single stage assessments in maths undertaken throughout the school
- Regular levelled writing assessments
- Regular reading assessments using PM Benchmark Kit 2 and Guided Reading Resources
- SATS and optional SATS
- Phonics Screening check
- Grammar, punctuation and spelling progress tests

If concerns are raised further diagnostic/screening assessments may be undertaken by the class teacher, SEND Co-ordinator or specialist teacher

- British Picture Vocabulary Scale (BPVS)
- MALT (Mathematics assessment for learning and teaching) Stage 1 & 2
- Diagnostic Reading Analysis
- Dyslexia screening
- WRAT
- Dyscalculia screening

Appendix 2 - Roles and Responsibilities

Special Educational Needs/Disabilities Co-ordinator (SENCO): Jessica Beck

Designated teacher for Child Protection: Claire Procter (DSL) Karla Cadwallader, Pam Kilburn and Gwynan Hughes (Deputy DSLs)

Designated teacher for Looked After Children: Pam Kilburn

Designated teacher for Pupils in receipt of Pupil Premium: Claire Procter

Role of the SEND Co-ordinator

- overseeing the day- to- day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Role of the Governing Body

- appoint a governor with responsibility for SEND within the school
- ensure there is a qualified teacher designated as SEND Co-ordinator
- publish all necessary SEND information on the school's website
- ensure that arrangements are in place to support pupils at school with medical conditions
- publish information about arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.
- The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Role of the Class Teacher

- to assist in the early identification of children with SEND.
- to plan, prepare and deliver appropriate activities to support the learning of children with SEND
- to apply the Assess-Plan-Do-Review Cycle (graduated support)
- to liaise with the SEND Co-ordinator and Governor
- to liaise regularly with all staff who assist children with SEND
- to liaise regularly with parents of children with SEND in addition to planned parents' meetings.

Role of the Teaching Assistant

- to assist the class teacher in the preparation and delivery of appropriate activities to support the learning of children with SEND.
- to assist the class teacher in applying the Assess-Plan-Do-Review Cycle (graduated support) by maintaining appropriate records and observations.
- to assist the class teacher in maintaining an effective partnership with parents through contributions to supportive diaries and start/end of the day handovers.

Appendix 3 - Systems and Graduated Support

In line with the SEND Code of Practice 2014 the following systems are in place at Trinity & St Michael's School to identify and support children who have special educational needs/disabilities and ensure that a graduated approach - assess-plan-do-review - is at the heart of our school's practice.

1. Concerns are raised about a child's progress, attainment or behaviour and discussed with the SEND Co-ordinator and parents. Initial checklists are completed.

2. Assessments are carried out by class teacher and/or SEND Co-ordinator in the appropriate area of need i.e.

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Sensory

Physical Needs

3. First Steps Adoptions are made by the teacher to provide "inclusive quality first teaching". Progress is discussed with parents and SEND Co-ordinator.

4. Targeted Special Provision If concerns are still present the child will be placed on the school Special Needs Register as requiring School Support in one or more of the four areas of need. An IEP (Individual Education Plan) will be drawn up by the teacher in consultation with the SEND Co-ordinator, detailing the targeted provision that will be provided from school resources, the strategies to be employed within the classroom to support the child's learning and the desired outcome of the provision. An "All About Me" profile of the child will also be drawn up by the class teacher and SEND Co-ordinator in consultation with the child and parents.

5. Involving Outside Agencies The class teacher and SEND Co-ordinator will regularly monitor provision and will seek funding approval from the Headteacher and parental consent to extend the level of support to involve other professionals such as specialist teachers, therapists or psychologists. If advised by the local authority to do so, a CAF (Common Assessment Framework) will also be initiated.

6. Review Teachers will be continually reviewing the progress of children with SEND on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular meetings with support staff and the SEND Co-ordinator as necessary. In line with the rest of the school, IEP's will be reviewed half termly. Consultations with parents will take place as often as necessary but definitely once a term. A summary of review meetings and decisions will be uploaded onto CPOMS.

7. Request for statement Should the needs of the child meet the criteria for requiring a statement/EHC Plan, in line with the Local Offer, the SEND Co-ordinator will liaise with the local authority, parents and school staff to initiate an EHCP assessment request and ensure that the appropriate evidence is available.

8. Provision for pupils with a statement /EHC plan In order to ensure the inclusivity of children with an EHC plan their targeted provision will be recorded in the same way as the rest of the school SEND pupils on an IEP. The SEND Co-ordinator will ensure that provision will be based around the planned outcomes written on the pupil' EHC plan and that reference will be made to PIVATS if appropriate. The SEND Co-ordinator will also arrange an Annual EHC Plan Review Meeting as outlined in the Code of Practice 2014 and LCC guidelines.

9. Removal from the SEND register The SEND Co-ordinator will discuss termly with teachers if children should remain on the SEND Register. Parents will be informed if it is felt that the outcomes of targeted intervention have been achieved and that the child's attainment and progress is in line with agreed expectations. All those involved in the care and education of the child will agree on how the child's need will be monitored should they be removed from the register and the criteria for requiring additional school support in the future.

10. Additional systems of support At Trinity & St Michael's we consider the needs of the whole child not just those that impact on their educational attainment and therefore we aim to provide a variety of opportunities for children who require support. The SEND Co-ordinator will monitor provision of extra-curricular activities to ensure they are accessible and attractive to children with differing needs. The SEND Co-ordinator and Senior Management Team will also monitor break and lunchtime procedures to ensure they provide positive experiences for children with particular needs.