



Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people. This provides the foundation for our school and all we aim to achieve.

Special Educational Needs and Disabilities (SEND) Policy

Holy Trinity C of E Primary School is committed to providing quality education in a caring and stimulating environment. We aim to provide a secure and supportive environment where all children and adults are inspired to grow to their full potential.

Holy Trinity C of E Primary School's vision is underpinned by the following Visions, Aims and Values

Our Vision

Rooted in our Christian ethos we will provide the finest education, develop enduring values and instil ambitious life aspirations

Our Aims and Values

Our vision is underpinned by our belief in key aims and values which we have for all our children:

Spiritual and personal well-being and fulfilment

Respect for others and ourselves

Justice and global citizenship

The courage to strive for excellence and seek high aspirations in all we do

Rationale

At Holy Trinity C of E Primary School, we have an inclusive whole school approach to meeting the educational needs of our pupils. In line with RBWM's finalised five-year Special Educational Needs or Disability (SEND) Strategy (2022-2027) published in March 2022, we aim to ensure that every child at Holy Trinity with a special educational need and/or disability (SEND) will be happy, healthy and achieve their fullest potential. We gained the RBWM Inclusion Award in October 2022, meeting one of the objectives in Priority 3 of the RBWM SEND Strategy (2022-2027). We gained Bronze and Silver Attachment Aware School's Awards in 2023 and 2024, through showing commitment to attachment aware and trauma informed practice.

The principles of this policy are based on equal access of opportunity to Holy Trinity C of E Primary School's Curriculum, the Children and Families Act 2014 (Section 69), SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2014, and all other aspects of school life for all our children, irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. To this end, staff receive relevant training as and when required to ensure needs are met. We recognise and embrace the principle that some of our children will need special provision during their time in school – that which is additional to or different from provision through a differentiated curriculum (SEND Code of Practice, DfE, 2015). The type of provision varies greatly from child to child.



Parents and carers of children with special educational needs and disabilities (SEND) will be fully involved in the identification of the needs of their child and will be encouraged to play an active part in supporting their child's development.

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 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 do so if special educational provision was not made for them.

Areas of Special Educational Need and Disabilities

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning, including:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties, including:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs, including:

- Speech, language and communication needs (SLCN)
- Autism (ASC)

Sensory and/or Physical needs, including:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf and blind)
- Physical disability (PD).



1 Objectives

To ensure that the arrangements made for children with special educational needs and disabilities are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2014.

To meet the needs of children with SEND through reasonable adjustments, quality first teaching and targeted provision where needed.

To recognise the need for a comprehensive identification of assessment procedure, so that all children may receive an appropriately differentiated curriculum to suit their individual needs.

To monitor and review individual needs regularly, and to maintain clear records of any action taken.

To build on a child's strengths whilst supporting them in areas of need.

For all school staff to work in collaboration with children, parents, governors and other agencies.

To raise staff awareness of the need to differentiate effectively in order to ensure children with SEND access the curriculum and to provide regular staff training, where appropriate.

2 Staff Responsibilities

Responsibility for the day-to-day operation of the SEND policy lies with the SEND co-ordinator (SENDCo). See Appendix 1 for names of current post holder and job description.

All teachers are responsible for the educational provision for children with special needs in their class.

The role of the SENDCo is to consult, co-ordinate support, and monitor all children with SEND within the school.

The SENDCo, in collaboration with the Head Teacher, has lead responsibility for co-ordinating provision for children with SEND. All staff, both teaching and support, have shared responsibility for such children in their care.

Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.

The class teacher and SENDCo will maintain regular contact with the parents / caregivers at all stages of support.

There is a named governor with responsibility for SEND (see Appendix 1).

The "responsible persons" as named in the Code of Practice is the Head Teacher.

The Head Teacher and/or SENDCo will report to their governing bodies at least annually, evaluating the success of the education provided for the children with SEND.

3 Provision

When a class teacher or the SENDCo identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and quality first teaching strategies.

Reviews of need and provision take place termly, so as to inform budgeting and resourcing decisions.

The Head Teacher and SENDCo will need to determine resource implications and establish whether they will be provided within school or through external means.



The Head Teacher and SENDCo will monitor, evaluate and review the effectiveness of the provision. At Holy Trinity C of E Primary School this is conducted via the school's provision map and frequent evaluations (usually termly).

The LA makes financial provision for children with Education, Health and Care Plans with low and high incidence need. The funding formula for this in essence is determined externally and then funded by the EFA.

At Holy Trinity C of E Primary School, the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Early Years Foundation Stage and screening checks are carried out when children raise concerns regarding development. A variety of tools and expertise are used and this is co-ordinated by the SENDCo.

New children with SEND are observed and their previous assessment is looked at. The use of Support Plans (Individual Education Plans) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the Support Plans are based on collaboration between all the parties involved i.e. the child, teacher, teaching assistant, parent and SENDCo. The class teacher and SENDCo will ensure that the targets on the Support Plans are specific, measurable, achievable, relevant and time limited (SMART).

Children with SEND at Holy Trinity C of E Primary School are fully integrated into all aspects of school life. Access to the curriculum is provided within the child's class and through Quality First Teaching. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision, as determined in their Support Plan.

All children will have access to a broad, balanced, differentiated curriculum unless a dispensation has been sought and agreed.

A provision map documenting the interventions on children's Support Plans is used to address specific needs for children identified as requiring SEND support.

In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum.

4 Identification

The SENDCo is consulted about any child for whom the class teacher has concerns. The SENDCo will then work closely with the SLT, using whole school tracking data and classroom observations as an early identification indicator. Additional indicators for early identification include:

- Analysis of data including end of EYFS data
- Data, optional SATs, reading ages, termly pupil assessments
- Teacher concerns
- Parent concerns
- Tracking individual pupil progress over time
- Information from previous settings on transfer
- Information from external agencies.

The SENDCo maintains a register of children identified through the procedures listed above. This register is reviewed each term. For some children, a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Prior to September 2014, there were three levels to the SEND Register (School Action; School Action Plus and Statements). The new code of practice in September 2014 adjusted this so there are now just two levels to the SEND register following the criteria described in section 1 (The definition of Special Educational Needs): SEND Support and Education, Health & Care Plan.



The 2014 Code of Practice outlines a graduated approach to a child's needs, recognising that there is a continuum of needs matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

i. Quality First Teaching

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The class teacher will take steps to provide differentiated and scaffolded learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as a need for support and advice and may wish to observe the child in class.

Following identification and observation, the SENDCo and class teacher will determine which level of provision the child will need going forward.

If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings. More frequent parent meetings may be requested by the school to share information and meet the child's need.

Parents' evenings are used to monitor and assess the progress being made by children. Children on the SEND register are invited to additional meeting in the summer term.

ii. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a graduated four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from



external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

iii. Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including; Parents, Teachers, SENDCo, Social Care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care (if applicable) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the Royal Borough of Windsor & Maidenhead, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil



to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5 The Local Offer

As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The Local Offer covers:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the Special Educational Needs section. Holy Trinity C of E Primary School's local offer is also available on the RBWM website.

6 Assessment

Staff, together with Parents/carers will identify those children with SEND and the nature of their needs as early as possible.

All teachers use continuous assessment to monitor progress (see Assessment policy).

A range of appropriate assessment procedures will be employed by the class teachers, the SENDCos and outside agencies.

A list of all children with Special Needs will be kept on the school administrative system. The SEND register is maintained to provide an outline of the child's needs. Children with SEND will be identified under the following four categories as outlined in the 2014 Code of Practice, or within a more specific category:

- Communication and Interaction - this includes children with speech and language delay, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate characteristics associated with autism.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.



- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the Support Plan (Individual Education Plan).

Case studies of a range of different children including SEND will demonstrate progress since starting at Holy Trinity. These are maintained by the school SENDCo.

7 Training

The school recognises that as all staff have responsibility for children with SEND, training is essential for teaching staff, support staff and governors. This includes the induction of new personnel and the updating of existing expertise. The Head Teacher and SENDCo will arrange training based on need. The SENDCo at Holy Trinity will achieve the qualification within three years of taking the post.

Training will be arranged in consultation with the School Business Manager and may draw on a range of institutions and providers.

Holy Trinity has an established ELSA, who attends the regular supervision meetings, and who operates in a fully resourced designated space for ELSA sessions to take place.

The SENCo has attended training on Precision Teaching, an evidence based intervention to support children in a range of context.

The SENCo has regular meetings with the school's link Educational Psychologist to support children in overcoming barriers to learning, to support parents and to share resources.

As the school achieve the bronze award and silver awards in the last two academic years, the SENDCo is currently enrolled on the Attachment Aware Schools Gold Award programme in order to further support children with SEMH needs. The school will be supported by their nominated Educational Psychologist whilst working towards this award.

Support and guidance both formal and informal may be sought from specialist services.

8 Safeguarding children with SEND

Children with SEND have a higher risk of being left out, of being isolated from their peers, and are disproportionately affected by bullying. Holy Trinity C of E Primary School is committed to ensuring that children with SEND have access to a high level of monitoring and support.

ELSA support provides emotional and social skills support to pupils as necessary.

9 Access to the School Buildings

Holy Trinity C of E Primary School was built in 1858 with extensions added since. The upper floor in the original building is not in use for teaching purposes. The learning environments in school are all on one level. Wheelchair access to school is good. Internally there are 3 small steps into Cygnet classroom, however there is ramped access to this classroom from the outdoor play area. Please see the school accessibility plan for more details.

Holy Trinity C of E Primary School has disabled toilet facilities.

10 Links



Records and information of SEND will be sent to the receiving school as the pupil transfer. Meetings are held in the Summer Term with the SENDCos of the receiving schools.

Cluster group meetings of SENDCos are held on a regular basis in order to update training and facilitate networking, discussion and support. The SENDCo also attends the annual RBWB SEND conference.

Holy Trinity C of E Primary School has an “open door” policy so that parents / carers can discuss concerns as and when they arise. We consider it good practice to try to contact a language interpreter if needed.

Holy Trinity C of E Primary School has an arrangement whereby parents who have a concern or complaint can contact any member of staff. A meeting can then be arranged for the appropriate staff and others to discuss the issue.

11 Criteria for evaluating the success of the SEND Policy

Children who have special educational needs have had their needs assessed.

These children have access to appropriate provision.

Children who have been identified as having SEND make progress and meet their own individualised targets.

Staff are confident about their own and others' contributions toward meeting the needs of children in their class.

Parents express satisfaction with the identification procedure, information provided, provision given and monitoring arrangements. They can see that their child is making progress.

The LEA is satisfied with the framework of provision for children with Education, Health & Care Plans and can see an efficient use of funds delegated through the LMS formula.

The school continues to develop a good relationship with the Educational Psychologist.

There is appropriate evidence of discussions which have taken place between outside specialists, SENDCos and or the class teachers.

12 Review of Policy

This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice September 2014, and amendments to and will be reviewed annually.

Holy Trinity C of E Primary School will take due account of the recommendations of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice September 2014 in all decisions affecting children with Special Educational Needs.

13 Confidentiality

In all matters relating to the Special Educational Needs and Disability of children, confidentiality will be respected.

The Governing Body approved this policy on date: 27th March 2025

Signed:

Chair of Governors

Signed:

Head Teacher