



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. The school also remains mindful of ongoing national developments and reforms to the SEND system and will review its practice and provision in line with updated guidance from the Department for Education and the Local Authority. 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, Silver and Gold Attachment Aware School's Awards in 2023, 2024 and 2025, 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 2015, 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 an adapted curriculum (SEND Code of Practice: 0–25 years (DfE and DoH, 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 Disability (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 2015 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:

- ADHD
- Attachment Disorder

Communication and Interaction needs, including:

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

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 0–25 years (2015).

To meet the needs of children with SEND through reasonable adjustments, quality first teaching, targeted provision where needed, and regular review of SEN Support Plans three times a year.

To recognise the need for a comprehensive identification of assessment procedure, so that all children may receive an appropriately adapted 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 adapt the curriculum 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 SENDCo. The name of the current post holder and their job description are available from the school office.

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

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

The SENDCo, in collaboration with the Head Teacher, has lead responsibility for coordinating 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. Their details are available from the school office.

The "responsible person" 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 curriculum and quality first teaching.

Reviews of need and provision take place termly, including three formal review points for SEN Support Plans. Two of these reviews occur within the usual parent consultation meetings, with additional time allocated if needed to fully discuss the child's progress. These reviews help 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 Local Authority provides financial support for children with Education, Health and Care Plans, for both low- and high-incidence needs. Funding is determined externally and allocated by the Education and Skills Funding Agency (EFA).

At Holy Trinity C of E Primary School, early identification of needs is a priority. Assessment data is regularly analysed, and observations take place within the Early Years Foundation Stage. Any developmental concerns raised by staff or parents are addressed promptly. This process is coordinated by the SENDCo, using a variety of professional expertise as needed.

New children with SEND are observed and their previous assessments reviewed. Following discussions to gather the child's views (pupil voice), the class teacher and child set targets together. These draft targets are then reviewed with parents/caregivers before being finalised on the child's SEN Support Plan. Targets are set collaboratively with the child, teacher, teaching assistant, parent, and SENDCo, and 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 SEN Support Plan.

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

A provision map documenting the interventions on children's SEN 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. Their role includes scaffolding learning, supporting co-regulation, providing targeted support, and promoting independence, so that children can gradually develop the skills and confidence to work and regulate themselves more independently.

4 Identification

The SENDCo is consulted about any child for whom the class teacher has concerns. The SENDCo will then work closely with the Senior Leadership Team (SLT), using whole-school tracking data and classroom observations as early identification indicators. 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 on the SEND register (School Action, School Action Plus, and Statements). The 2015 Code of Practice replaced these with two levels: SEN Support and Education, Health & Care Plan (EHCP), as outlined in Section 1 (Definition of Special Educational Needs).

The 2015 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 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 related expectations, will be monitored.

Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to assess their learning and identify specific areas of difficulty.

The class teacher will provide adapted and scaffolded learning opportunities to support the child's academic progress. This also helps the teacher determine the most effective teaching strategies and provision required.

The SENDCo will be consulted for support and advice and may wish to observe the child in class to gain a better understanding of their learning needs.

Following identification and observation, the SENDCo and class teacher will determine the level of provision the child requires, in line with the graduated approach.

Children who have recently been removed from the SEND register may also remain under observation, as continued monitoring is necessary to ensure their progress is maintained.

Parents/ caregivers 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.

Children are recorded as being under observation due to concerns raised by parents or teachers, but this does not automatically place them on the SEND register. A medical or developmental diagnosis alone does not automatically result in a child being added; placement on the register is determined by whether the child requires additional or different educational provision to meet their needs. Concerns are discussed with parents informally or during parent consultation meetings, and additional meetings may be arranged as necessary to review progress and address the child's needs.

Parent consultation meetings are used to monitor and assess children's progress. Children on the SEND register are invited to additional meetings in the summer term to review their SEN Support Plan and targets.

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 purpose of formally identifying a pupil with SEND is to ensure that effective, needs-led provision is in place to remove barriers to learning. The support is delivered through 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. It ensures that interventions are tailored to be the most effective in supporting the pupil to make good progress and achieve their individual outcomes.

Assess

This stage involves a detailed analysis of the child's needs. The class teacher uses their professional knowledge, observations, and assessment of the pupil's progress and attainment, alongside comparisons with peers and national expectations. Parents/caregivers are actively involved, sharing their insights and concerns, and the child's own views are gathered wherever possible (pupil voice). Advice from external professionals may also be considered.

This assessment is needs-led: placement on the SEND register and subsequent interventions are determined by whether the child requires additional or different educational provision, not solely by diagnosis or label.

The information gathered is regularly reviewed to ensure that support and interventions remain effective, barriers to learning are addressed, and provision is adapted as the pupil's needs develop. Where appropriate, external professionals may be consulted following agreement with parents.

Plan

Planning involves a collaborative process between the child, class teacher, SENDCo, and parents/caregivers. Following discussions with the pupil (pupil voice), the child and teacher co-create targets that focus on the child's strengths and areas of need. These draft targets are then reviewed with parents before being finalised on the child's SEN Support Plan.

The plan clearly outlines the adjustments, interventions, and support required, the expected impact on learning, development, or behaviour, and a clear date for review. While the SEN Support Plan is shared with parents/ caregivers to keep them informed and involved, it is primarily an operational document for staff to ensure consistent, coordinated provision and to guide teaching and support in the classroom. Provision is specified and measurable, but teaching and support also retain daily flexibility to respond to the child's changing needs, ensuring that the agreed targets can be met effectively in practice. All staff working with the child, including support staff, are informed of the child's needs, the strategies being employed, and the intended outcomes. Parents/caregivers are actively encouraged to support and reinforce progress at home wherever possible.

Do

The class teacher remains responsible for the day-to-day teaching and support of the child, even when interventions involve small group or one-to-one work outside the main classroom. Teaching assistants and other support staff work closely with the class teacher to implement the child's SEN Support Plan, provide scaffolding, and use co-regulation strategies to support emotional and social needs. The Support Plan serves as a key operational tool for staff to coordinate interventions and ensure consistency across all teaching and support interactions, while remaining transparent to parents.

Provision is needs-led, flexible, and responsive, allowing staff to adjust support according to the child's learning, engagement, or wellbeing on any given day, while remaining consistent with the agreed targets and interventions on the SEN Support Plan.

The SENDCo provides guidance, observes the child as necessary, and advises on strategies to address barriers to learning, promote independence, and refine support. Staff aim to gradually build the child's autonomy by scaffolding tasks and gradually releasing responsibility in line with the child's abilities. All staff are informed of the child's needs, the strategies being used, and the expected outcomes, ensuring that interventions are purposeful, coordinated, and aligned with the targets agreed collaboratively with the pupil and parents.



Review

Reviews of a child's progress are conducted at three formal points across the academic year to evaluate the impact of provision and interventions. These reviews are fully integrated with parent consultation meetings, ensuring that parents/caregivers are actively involved in assessing progress, discussing targets, and providing feedback on the effectiveness of support.

During the review, the class teacher, SENDCo, child, and parents:

- Assess progress towards the targets in the Support Plan, using evidence from observations, assessments, and the pupil's own reflections (pupil voice).
- Determine whether current provision remains appropriate, or whether adjustments, additional interventions, or further scaffolding are required.
- Ensure that the child's independence and co-regulation skills are being supported and developed alongside academic or social targets.

Where necessary, additional review meetings can be scheduled to address emerging needs, ensuring that sufficient time is allocated to fully consider the child's progress and next steps. The outcomes of each review are recorded clearly in the child's SEN Support Plan, and shared with all relevant staff and parents.

iii. Education, Health and Care Plan

If a child has lifelong or complex needs that cannot be fully met through SEN Support, they may undergo a Statutory Assessment to determine whether an Education, Health and Care (EHC) Plan is required. This assessment is usually requested by the school but can also be requested by a parent or caregiver. Statutory Assessment is considered when the child's needs are complex, significant, or unclear, such that a multi-agency approach is necessary to assess needs, plan provision, and identify resources. 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; the child, parents, teachers, SENDCo, Social Care and Health professionals.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. interventions undertaken, and preliminary outcomes of agreed targets. A decision will be made by a panel of professionals from education, health and social care (where applicable) regarding the child's eligibility for an EHC Plan. Parents have the right to appeal if they disagree with the decision to initiate a statutory assessment.

Following Statutory Assessment, the Royal Borough of Windsor & Maidenhead (RBWM) will issue an EHC Plan if it is determined that the child's needs are not being met by the support ordinarily available. The school, child, and parents/caregivers are fully involved in developing and producing the plan. Parents have the right to appeal the content of the EHC Plan, including the outcomes specified or the school named, if different from their preference.

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/caregivers and the pupil. The annual review evaluates the impact of provision, ensures that targets and interventions remain appropriate, and allows adjustments to support levels, outcomes, or strategies as required.

5 The Local Offer

As part of the SEND Code of Practice 2015, 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 service, reviewed regularly to assess impact.
- 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. While provision is clearly outlined, staff maintain day-to-day flexibility to respond to each child's individual needs.

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 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 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.



These categories are illustrative; the school recognises that some children may have needs that span more than one category, or that do not fit neatly into a single category, and these children will also be supported according to their individual needs.

Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the SEN Support 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 SENDCo has attended training on Precision Teaching, an evidence-based intervention to support children in a range of contexts, and continues to engage in professional development to ensure all SEND interventions remain up to date with current best practice.

The SENDCo 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.

Having achieved the Attachment Aware Schools' Bronze, Silver and Gold Awards, the SENDCo has strengthened school-wide practice to support children with SEMH needs, building on the bronze and silver awards attained in previous years. The school remains committed to embedding these approaches in staff training and day-to-day practice to ensure long-term, consistent support for all pupils.

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 school's main teaching environments are on one level, with some classrooms at different levels. Wheelchair access to the school is generally good, and ramped access is provided where needed. Disabled toilet facilities are available. For full details on accessibility, including specific classroom and toilet access, please refer to the school accessibility plan.

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. In addition to the scheduled parent consultations, parents and carers are welcome to request additional meetings with the class teacher, SENDCo, or other relevant staff if they need more time to discuss their child’s support or progress. 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 2015, 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 2015 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: 19th March 2026

Signed:

Chair of Governors

Signed:

Head Teacher