



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 a whole school approach to meeting the educational needs of our pupils.

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. This is irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. 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 (including Asperger Syndrome)

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 pupils 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 recognise the need for a comprehensive identification of assessment procedure, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs.
- To build on children's strengths whilst supporting them in areas of need.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- For all school staff to work in collaboration with pupils, parents, governors and other agencies.
- To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, 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 pupils 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 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 and the use of Pupil Passports (IEPs) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENDCO, class teacher and teaching assistant. The class teacher and SENDCO will ensure that the targets on the IEP are specific, measurable, achievable, relevant and time limited.
- Children 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. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision or IEP.
- All pupils will have access to a broad, balanced, differentiated curriculum unless a dispensation has been sought and agreed.
- Individual or Group Education Plans will be 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 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 pupils identified through the procedures listed above. This register is reviewed each term. For some pupils, 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 pupil'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 pupils 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 pupil 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 child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil'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 pupil in class.

Through (b) and (d) it can be determined which level of provision the child will need going forward.

If a pupil 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.



h) 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.

i) Parents' evenings are used to monitor and assess the progress being made by children.

ii. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision 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 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 pupil'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 pupil'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 pupil, 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 pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO 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 pupil.

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, and
- 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. Children will be identified under the following categories as outlined in the 2014 revised Code of Practice:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- 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 Pupil Passport (IEP).

The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as their class peers.

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 the need for SEND training for all 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.

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

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 peer, and they are disproportionately affected by bullying. Holy Trinity C of E Primary School is committed to ensuring that children with SEN and disabilities have access to a high level of monitoring and support.

ELSA and Social Groups are held to provide emotional and social skills support to pupils as necessary and this is further extended to pupils with SEND.

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 pupils transfer. Meetings are held in the Summer Term with the SENDCOs of the receiving schools.

Regular cluster group meetings of the SENDCOs are held in order to facilitate discussion and support.

Holy Trinity C of E Primary School has an “open door” policy so that parents/carers can come into the school to discuss any concerns. 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 been given appropriate provision.

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

The staff are confident about their own and others' contributions toward meeting the needs of their pupils.

The 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 has a good relationship with the attached Educational Psychologist. There is regular communication between them.

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: **9th October 2020**

Signed:

Chair of Governors

Signed:

Head Teacher



Appendix 1

Holy Trinity SEND Information Report

Special Educational Needs and Disabilities (SEND) Local Offer and School SEND Information Report



Holy Trinity Primary School, Cookham

Name of Headteacher:	Anna Smith
Name of SEND Co-ordinator (SENDCo):	Matthew Burn
Name of SEND Governor:	Jason Powell
School address:	School Lane Cookham Berkshire SL6 9QJ
Contact telephone number:	01628 523766
School email address:	office@holytrinitysch.co.uk
School website:	http://www.holytrinitysch.co.uk
Type of school:	Maintained, Mainstream Primary School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Holy Trinity we endeavour to allow our children to explore and understand the world around them. In our inclusive setting, all children are encouraged to become active independent learners. Every teacher is a teacher of every pupil, including those with SEND, because we seek to promote the very best from every individual who enters our environment. As a school, we work closely to ensure that our children are provided with the learning and resources to cater for their needs.

Staff receive training to support, and are experienced in working with children with a speech and language delay, specific learning difficulties and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At Holy Trinity the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Foundation Stage and screening checks are carried out when children raise concerns regarding development.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think your child may have special needs, talk to your child's teacher, the Special Educational Needs Co-ordinator (SENDCo) or the headteacher about your concerns.



2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

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

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

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Holy Trinity currently has one member of staff who is ELKLAN (speech and language) trained and works in close consultation with the school's allocated Speech and Language Therapist to deliver speech and language programmes to identified children.

The school also has an Emotional Literacy Support Assistant (ELSA) and a second who will begin training this academic year, providing us with a specialist in each Key Stage. Our ELSAs work with individuals or small groups of children who may have social and emotional difficulties and have access to a therapist who visits school regularly.

A member of staff is trained in Makaton sign language to support children with hearing difficulties.

In addition to this every class has at least one teaching assistant (this may increase dependent on the needs of the children in the class). Individual or Group Education Plans are 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. The school provides four dedicated iPads to allow SEND children to access apps that are carefully selected and regularly updated to meet the children's specific learning needs.

A specialist support teacher works with groups of children on IEP targets identified alongside school staff.

c. How is the decision made about what type and how much support my child/young person will receive?

Any pupils 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 pupil 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 child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Provision maps are devised for each class in school on a termly basis. They plot the interventions and adult support for SEND children in a weekly timetable.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. Through these steps it can be determined which level of provision the child will need going forward.



d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Your child's class teacher or the SENDCo will contact you if we have any concerns about your child's needs. You will be invited to discuss your child's targets with your class teacher, considering how your child will meet these targets through their work in interventions in the classroom and what you can do to help your child at home. You will have regular contact with the class teacher on your child's progress. In some cases children may also have a daily home/school communication book.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children assess their progress in lessons. They are encouraged to help set their own targets and assess their progress towards these. In order to help the children make the best possible progress, we try to ensure that the interventions they receive match their interests.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

At Holy Trinity we analyse the progress and attainment of children against the class and national mean. The progress of each individual child on the SEND register is reviewed in Key Stage team meetings on a weekly basis and at regular intervals by the school's leadership team. The support provided consists of a 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.

b. How do you involve my child/young person and parents in those reviews?

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.

Parent's evenings are used to monitor and assess the progress being made by children.



c. How do you know if the provision for children and young people with SEND at your school is working?

We will know that SEND provision is working if:

- Children who have special educational needs have had their needs assessed.
- These children have been given appropriate provision.
- The children who have been identified as having SEND make progress and meet their own individualised targets.
- The staff are confident about their own and others' contributions toward meeting the needs of their pupils.
- The 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 has a good relationship with the attached Educational Psychologist. There is regular communication between them.
- There is evidence of discussions which have taken place between outside specialists, SENDCos and or the class teachers.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Holy Trinity we regularly run intervention sessions to support children with their social and emotional wellbeing. We take pride in our pastoral care of the children in our school.

To ensure that children feel included and happy at our school we often integrate a buddy system to provide support whereby children are partnered with a friend to play with.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have an extensive programme of transition for all pupils who are going to join Holy Trinity. If your child has special needs we will also make sure we fully understand your child's needs through discussions with staff at your child's current school. At that meeting we will discuss any arrangements above and beyond those all children receive.

We welcome children to visit our school prior to joining us in order that they may meet their class and the school staff as well as becoming familiar with the school facilities.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Records and information of SEND will be sent to the receiving school as the pupils transfer. Beyond regular meetings between the SENDCos of both schools to exchange relevant information, meetings are held in the Summer Term with the SENDCos of the receiving schools.

Regular cluster group meetings of the SENDCos are held in order to facilitate discussion and support.

The School has an "open door" policy so that parents/carers can come into School to discuss any concerns. We consider it good practice to try to contact a language interpreter if needed.



6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

The 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 three small steps into Cygnet classroom, however there is ramped access to this classroom from the outdoor area. Please see the school accessibility plan for more details.

Holy Trinity School has disabled toilet facilities.

b. What if my child needs specialist equipment or facilities?

The school will endeavour to source and allocate funds for the specialist equipment that your child requires. Where this is not possible through your child's E.H.C.P. the school will pursue other sources of funding.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We provide a broad range of clubs before, during and after the school day. We want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils. When planning school trips we consider the needs of the pupils, identifying all potential risks prior to the visit.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

For targeted one-to-one intervention we are able to employ an ELKLAN trained teaching assistant.

The school has an Emotional Literacy Support Assistant (ELSA), with a second to qualify shortly, who will work with individuals or small groups of children in each Key Stage who may have social and emotional difficulties.

A specialist support teacher with vast experience working with SEND children works with groups of children on Pupil Passport targets identified alongside school staff.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Support and guidance - both formal and informal - may be sought from specialist services to help us meet your child's needs. Where formal proceedings are undertaken we will inform you beforehand and ask for your permission to discuss your child with them.

Agencies we use include the Education Psychology Service, the NHS, SHINE and the Speech and Language Therapist. In addition to this we have contact with Occupational Therapy, Behaviour Support and the Child and Adolescent Mental Health Service (CAMHS).



c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@RBWM.gov.uk

Website: <https://cyp.iassnetwork.org.uk/service/information-advice-and-support-ias-service-for-windsor-and-maidenhead/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.holytrinitysch.co.uk/policies.aspx>

- Special Educational Needs Disability Policy (SEND)
- Disability Equality Scheme (inclusive of Accessibility Plan)
- Child Protection & Safeguarding Policy
- Behaviour Principles & Behaviour Policy
- Single Equality Scheme
- Medicine in Schools Policy
- Whistleblowing Policy

Other policies are available through the school office:

- Positive Handling Guidance
- Intimate Care

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Where it is identified that a child on our SEN register requires specific resources in order to support their learning we look to acquire them as quickly as possible. At present iPads are being used very effectively alongside other targeted resources to help our children progress in their learning.



10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

The 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.

To view our Complaints Procedure, visit the Policies section under Key Information on our website: <http://www.holytrinitysch.co.uk/policies.aspx>

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Educational Psychologist	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Social Emotional Aspects of Learning (SEAL)	A whole class/small group approach to supporting children's social and emotional development
Special Educational Needs Coordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school



Special Educational Needs & Disabilities – Register

	Year Group	SEN Support (K) or EHCP (E)	Need type
1	1	K	SALT (CIN)
2	2	K	SALT (CIN)
3	2	K	SALT (CIN)
4	3	K	Hearing (SPN)
5	3	K	SALT (CIN)
6	3	K	Specific (C&L)
7	4	K	Specific (C&L)
8	4	K	Specific (C&L)
9	5	K	Specific (C&L)
10	5	K	Specific (C&L)
11	5	K	Specific (C&L)
12	5	K	Specific (C&L)
13	6	E	SALT (CIN) ASD (CIN)
14	6	K	Mobility (SPN)
15	6	K	Hearing (SPN)
16	6	K	Specific (C&L)

There are currently 16 children on the SEND register which represents 7.7% of the school population. Of these 16 children, one has an Education, Health and Care Plan.

Holy Trinity C of E Primary School has 15 children who are identified as SEN Support (formerly categorised as School Action), 9 of whom receive, or have received, support from external agencies (formerly categorised as School Action Plus.).

Special Educational Needs and Disabilities provision falls under these following four broad areas:

- Communication and interaction (CIN)
- Cognition and learning (C&L)
- Social, mental and emotional health (SEMH)
- Sensory and/or physical (SPN)



Appendix 2: SEND amendments to SEND policy for remote learning provision during school closure to COVID - 19

Vision:

During periods of school closure, Holy Trinity Primary School will continue to seek SEND provision that supports both our students and their families, parents and carers, empowering them to manage barriers to learning through acknowledging their strengths and skills. SEND provision aims to guide, support and sign post provision so that our young people and families can be strong, independent lifelong learners.

The following amendments have been made to the provision and support of students with identified additional needs as defined in school's SEND Policy.

These amendments complement those procedures and protocols as stipulated in the Safeguarding Policy. They are also specific to support Holy Trinity pupils with identified needs and are additional to needs, which can be met through normal responsive classroom teaching.

Remote Provision of SEND students

The procedures outlined below are in addition to the school's remote learning protocols which safeguard students at Holy Trinity CofE Primary School.

1. Remote support sessions

1.1. Where existing EHCP provision states 1:1 support, these students will retain this provision as part of their ongoing individual plans. The SENDCO Team will ensure that all planned and arranged links are made through the parent or carer. In circumstances where students are supported with multi-agencies, the SENDCO and designated Pastoral Leads, will make these agencies aware of on-going provision and provide the agencies with a timetable of meetings.

Any video links will be pre-arranged through prior contact with the parents or carers who will have a voice in consenting to proposed video support. A parent/carer will be present or in the vicinity of the meeting. The video link will be take place in a public area of the child's home e.g. kitchen, living room and not the child's personal space such as the bedroom. The protocols outlined in the Safeguarding Policy will be adhered in reference to the location of video links.

1.2 All 1:1 sessions will be recorded and minuted. Minutes will be sent to parents/carers on request and kept as a record on the student file and recorded on SIMS and central document.

Should a parent or carer not agree to a video link session, the SENDCO must negotiate the most appropriate method of conducting the session in adherence to safeguarding protocols and recording of the meeting e.g. email, recording without a camera or using the telephone. Minutes should be recorded as stated above.

2. Applying a graduated approach during remote learning

Holy Trinity CofE Primary School will continue to apply the graduated approach to support students identified with SEND.

2.1 Assessment of students needs will continue as per the set process and procedures outlined in the SEND Policy. During School Closure students will be monitored through online meetings of the Senior Leadership Team within the school.

While using virtual learning, all teachers of students with SEND will monitor student's attendance as outlined. Any concerns of the teacher regarding SEND students' attendance will be reported to the SENDCo and SLT



Monitoring of progress and performance of students will continue through frequent phone calls to parents and carers.

2.2 Review of EHCPs will take place in line with LA guidelines and in consultation with parents/carers and student via phone or virtual platform agreed by all parties. If this is not possible, an email of the document will be sent to all parties involved for comment and returned within a 2-week period of being sent. Additions and targets will be reviewed and amended and records kept in individual student file and on SIMS.

2.3 Updates of student provision will be communicated to all staff via the SENDCo.

3. Students educated off site by Additional Agencies

Holy Trinity will continue to work closely with students who receive support of external agencies. We recognise the increased importance of keeping connected with our students during this time, and the heightened need for mental health and wellbeing of our students working with additional agencies.

3.1 Pastoral contact with students to be through the Class Teacher. Google Classroom will be used to schedule video conference meetings utilising Google Meet to maintain sense of community and connection with peers during period of school closure.

3.2 Review of EHCPs as 2.2 in collaboration with external agencies

All actions will be communicated to relevant parties by the SENDCo and recorded.

4. Parent, family and carer support

Holy Trinity CofE Primary School values the families, parents and carers of students as being a vital provision in the support of their child. With this in mind, we recognise the need to support our families despite this time of school closure.

4.1 Sign posting of appropriate provision will continue to be communicated via the Class Teacher and SENDCo working with the student and family, according to the specific needs of the student and in accordance with existing individual plans in place. This will enable clear support within the stipulated targets of the plan. The Class Teacher and SENDCo will offer guidance through this provision, which will seek to signpost areas of support open to the choice of the main care giver (usually parents).

4.2 Where necessary the SENDCo will communicate with additional agencies prior to sign posting, in order to prevent any conflict of communication in support from these agencies to the families and student involved.

Any sign posting will be noted and any relevant additional support agencies will be notified when this support has been given.