



SEND AND INCLUSION POLICY May 2017

1 Rationale:

1.1 Trinity School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We follow the SEND Code of Practice and Somerset Core Standards.

1.2 We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

1.3 Trinity School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Our teachers' 'Quality First' teaching is a first wave of intervening to meet needs.

1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- learners with special educational needs
- learners who are disabled
- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees

- learners who need support to learn English as an additional language (EAL)
- those who are 'looked after' by the local authority
- any learners who are at risk of disaffection and exclusion
- those who are on Child Protection Plan
- Those who are eligible for pupil premium
- Those who have medical needs (see Medical Needs Policy)

1.6 This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, mental health difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. For the sake of this policy, all these children will come under the title SEND pupils.

1.7 We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. As a First School we are particularly aware of the needs of our children for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

1.8 At Trinity School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Our SEND approach looks at what additional provision we need to make for specific children. We are a Dyslexia Friendly school.

1.9 We see the inclusion of children identified as having SEND as an equal opportunities issue. We will strive to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.

1.10 The development and monitoring of the school's work on Inclusion will be undertaken by the Headteacher and the Special Needs coordinator (SENCo). At present, the SENCo is Karen Foster, who also takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area. The SEND Governor is Jo Lewis.

2 Objectives

2.1 To ensure the Equality Act and SEND Code of Practice are implemented effectively across the school.

2.2 To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

2.3 To provide full access to the curriculum through quality first teaching, SEN support and high needs support provided by class teachers, SENCo, and support staff as appropriate.

2.4 To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND Support.

- 2.5 To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- 2.6 To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- 2.7 To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of middle school life and learning.
- 2.8 To involve parents/carers at every stage in plans to meet their child's additional needs.
- 2.9 To involve the children themselves in planning and in any decision making that affects them.

3 Arrangements for coordinating SEND provision

- 3.1 The SENCo will determine the strategic development of the SEND policy and provision in the school, in liaison with the Head Teacher and Governing Body.
- 3.2 The SENCo will write the School SEND Information Report and publish this on the school website. The Report will be updated annually, with input from Parents/Carers and pupils and will link to the SCC SEND Local Offer (see Appendix 1)
- 3.3 The SENCo will be alerted by class teachers to newly arising concerns through the agreed SEND class log, which is updated termly by each teacher.
- 3.4 The SENCo will discuss issues arising from these logs with the class teacher and, if necessary, with representatives of Somerset SEND support services at SEND consultation meetings twice yearly.
- 3.5 Targets arising from whole school approaches eg Dyslexia Friendly status or the SDP will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and application of resources. Teachers will use the logs to record the 'assess, plan, do and review' cycle to monitor pupils' needs.
- 3.6 SEN support is primarily delivered by class teachers through quality first teaching. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget through formula. Support may take the form of group target intervention, or of 1:1 intervention for individual children. The support timetable is reviewed annually, by the Head Teacher and SENCo in the context of current pupil needs.
- 3.7 The SENCo, in liaison with the Head Teacher, will co-ordinate whole school intervention groups to target needs such as Speech and Language, Dyslexia, Social, Emotional and Mental Health, Dyspraxia. Current whole-school interventions are detailed in the School SEND Information Report.
- 3.7 Support staff, class teachers, SENCo and, on occasions, outside agencies liaise in order to inform reviews and forward planning.

4 Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources throughout the school.

5 Identification and Assessment Arrangements, Monitoring and Review Procedures

5.1 The school's system of tracking each child for reading, writing and maths is supported by termly pupil progress meetings between the headteacher and each class teacher and who may have additional needs. The school's system includes reference to information provided by:

- Foundation Stage assessment
- Progress measured against the Government criteria for each year group.
- Standardised screening and assessment tools
- Observations of social, emotional and mental health
- An existing diagnosis of SEND
- Assessments by a specialist service identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

5.2 Based on the graduated response, and following a discussion between the class teacher, SENCO and parent, a child who continues not to make age-related progress, may be identified as SEND if assessments or diagnosis allow. The child will be recorded on the SEND register. The child may be recorded as either:

1. SEN support, funded through formula funding
2. **High needs**, funded through formula funding and, in some cases, 'top up' funding for which we bid from the LA.

6 Differentiated Curriculum Provision (the Graduated Response)

6.1 In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

6.2 Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

6.3 The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

6.4 The school uses the definitions of adequate progress as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

7. SEN Support

7.1 Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's identified needs are unlikely to be met by such an approach, provision at SEN Support may need to be made.

7.2 SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for social, emotional or mental health
- Additional support is required for sensory or physical impairments
- Additional support is required for communication needs

7.3 There are likely to be two groups of children recorded at SEN Support:

- Children who have needs similar, but more pronounced needs, than other children with some need within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
 - Children whom we may consider to have more severe or longer term needs that have been or need to be assessed. These children will be monitored through other tracking processes, eg The Early Identification of Dyslexia checklists.

7.4 Both groups of children will have provision for their common needs in a small group and/or some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

7.5 The group may be taught by the class teacher or a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO if necessary.

7.6 Monitoring will be carried out on a termly basis. Significant achievements and difficulties will be recorded. The SENCo will look at the monitoring information and make adjustments to the provision for the child, if appropriate.

7.7 As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to apply to move the provision to High Needs.

8 High Needs

8.1 Provision at this level usually includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress.

8.2 In Somerset top-up funding may be obtained for children with high needs. The SENCo will collate evidence to support a bid for funding using the SCC criteria. This will involve input from the child, parents, support staff teacher and any reports from extra agencies involved. Bids are made annually in February and in-year bids will be considered.

8.3 A child receiving support as High Needs will have a Personalised Learning Plan. Monitoring will take place as for SEN Support. Provision will run concurrently with differentiated curriculum support.

9. Education and Health Care Plans (EHCPs)

9.1 For a child who is not making adequate progress, despite a period of support at High Needs, after advice from specialist services and in agreement with the parents/carers, the school may request the LA to make a Statutory Assessment in order to determine whether it is necessary to produce an Education and Health Care Plan, or EHCP. Parents can also apply to the LA for an EHCP.

9.2 The school will submit further evidence to the LEA who makes a judgment about whether or not the child's need can continue to be met from the resources available to the school. This judgment will be made using the LEA's current criteria for making a statutory assessment.

9.3 Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

9.4 A child who had an EHCP will continue to have arrangements as for High Needs children, plus any additional support or arrangements stipulated in the EHCP.

9.5 There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to other arrangements for the child.

10 The School's Arrangements for SEND and Inclusion In-Service Training

10.1 The SENCO attends regular local cluster meetings and LA SEND Conferences to update and revise developments in SEND and Inclusion.

10.2 Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and may feature in the School Development Plan.

10.3 In-Service training and individual professional development is arranged according to these targets. In-house additional needs and Inclusion training is provided through twice-yearly staff meetings by the SENCo.

10.4 All staff have access to professional development opportunities including the DFE IDP materials, and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

10.5 Support staff are encouraged to extend their own professional development and the management team will ensure access to training where this is appropriate through performance management meetings held termly in school.

11 The use made of teachers and facilities from outside the school, including support service

11.1 LEA Support Staff liaise with the SENCo at least annually for the SEND Consultation meeting to discuss children who are likely to need support and review those already getting support.

11.2 The Educational Psychologist visits the school (according to allocated hours), following discussion with the SENCo as to the purpose of each visit.

11.3 The LEA Learning Support service can provide visits to provide specific information, share resources and provide in-service training.

11.4 Teachers from the Sensory Impairment Team can work in school to support children, who have vision or hearing impairment. The specialist teachers may work directly with children if this is indicated on an EHCP. Specialist teachers from the Physical and Medical Support Services can advise about support for children with medical needs.

11.5 The SENCo liaises frequently with a number of other outside agencies, for example:

Social Services, Education Welfare Service, School Nurse, Community Paediatrician, Speech Therapy Service, Physiotherapy, Occupational Therapy.

11.6 The SENCo can seek support from FLPs Behaviour and Vulnerable Children Panel at FCC for support and advice around issues of challenging behavior, vulnerable families and exclusion.

11.7 Parents/carers are informed if any outside agency is involved with their child and they must give their permission.

12 Arrangements for partnership with parents/carers

12.1 Staff and parents/carers will work together to support pupils identified as having SEND.

12.2 Parents/carers will be involved at all stages of the education planning process. The class teacher will meet parents/ carers whose children are being recorded as having additional needs. The SENCo may attend this meeting if the school or the parent thinks this is appropriate.

12.3 The SENCo will feed back to parents/carers the results of the Consultation Meeting discussions with specialist services if they have given permission for their child to be discussed at the meeting.

12.4 At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. We try to gain the child's input and views as much as possible bearing in mind their age. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the

way in which outcomes will be monitored and reviewed.

12.5 Ideas and materials for supporting learning at home will be discussed with parents/carers. Parents/carers will also be invited to attend training if it is appropriate to the needs of their child, eg STC signing courses, Autism Awareness courses.

12.6 Curriculum workshops are sometimes offered for parents/carers to attend. Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are also able to make an appointment with the SENCo on request.

12.7 Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

13 Links with other schools/Transfer arrangements

13.1 Reception staff will meet with staff from partner nursery schools and playgroups prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting or direct from the Early Years SENCo through MAISEY, the LA team that monitor and support pre-school children with additional or High needs. Where necessary the SENCo will arrange a further meeting and a School Entry Plan may be put in place. Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo will telephone to further discuss the child's needs.

13.2 Children transferring from Trinity School to new schools will have take information that gives details of particular needs and additional provision made by the school. The SENCo will discuss these children with the SENCos from the Frome Middle Schools as part of the FLP transfer process. In some cases, additional transfer arrangements will be made for the SEND children in consultation with the new school.

14 Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

14.1 The school regularly consults health service professionals. Concerns are initially brought to the attention of health professionals by the SENCo, and referrals will be made as appropriate.

14.2 Social Services will be accessed by calling Somerset Direct and Education Welfare Officers can be contacted in case of prolonged absence. Class teachers will alert the SENCo if there is a concern they would like discussed.

14.3 There are many voluntary organisations supporting SEND and a Parent Partnership Service funded by SCC. Details of these can be found on the school website.

15 Inclusion Principles

15.1 Staff at Trinity School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

15.2 Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. All teachers have high expectations of behaviour, but in cases of social and emotional need where a child's behaviour is affected, the SENCo will draw up a Personal Handling Plan so that all staff are aware of the child's needs.

15.3 Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

16 Inclusion projects, or links with special schools

16.1 We currently have links with Critchill Special School which houses Frome SEN resource base that teachers at Trinity School access and borrow resources from. Critchill School may invite children from Trinity to attend sessions there if the specialist services agree that this is a suitable provision for a child and children from Critchill may attend Trinity School for some sessions by arrangement.

17 Access to the Environment (see also School Accessibility Plan)

17.1 Trinity School is a single site school. Entrance to the building is through the main lobby and each classroom has its own low threshold entrance which is level and therefore suitable for wheelchair access. Internally there are no stairs or steps. All children's and adults toilets are easy to access. We have two fully equipped disabled toilets, with changing facilities.

17.2 We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). We have two sound systems for children with hearing aids.

17.3 We have a disabled parking spot in the school car park. Children requiring equipment due to an impairment will be assessed by the specialist services in order to gain the support that they require. This equipment may be provided by the specialist services or funded by the school.

18 Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

18.1 The school will ensure that all children have access to a balanced and broadly based curriculum, and that the programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their

impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

18.2 Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Each class teacher is aware of Dyslexia Friendly approaches to use in their teaching.

18.3 Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

18.4 Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

18.5 Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

18.6 The School Marking Policy states that sometimes teachers may mark for content rather than literacy skills, in line with the Dyslexia Friendly Schools policy.

18.6 Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

18.7 The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils.

18.8 Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

18.9 Children with medical needs will also be fully included. These pupils will have a medical protocol sheet which is available to staff in the office and First Aid stations (see Medical Policy).

19 Access to Information (see also School Accessibility Plan)

19.1 All children requiring information in formats other than print have this provided. We can adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

19.2 We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

19.3 Trinity uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

20 Admission arrangements

20.1 Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

20.2 Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs and can be extended further for children with additional needs after discussion between staff and parents.

20.3 Prior to starting school, parents/carers of children with an EHC Plan or children who have been identified by MAISEY will be invited to discuss the provision that can be

made to meet their identified needs. These meeting may result in a School Entry Plan, which is written in conjunction with specialist services.

21 Incorporating disability issues into the curriculum

21.1 The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources. Some of our staff or volunteers may well have a disability and can act as role models, and there are no barriers to disabled people who join our governing body. Children from Critchill special school may share our playground and sometimes there may be joint placements between the two schools.

21.3 The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with SEND as they become available.

21.4 Trinity also recognises the importance of increasing awareness of STC. Opportunities to teach the children STC signs and using symbols on displays and around the class are encouraged.

22 Terminology, imagery and disability equality

22.1 We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to SEND under our Anti-Bullying Policy.

22.2 We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

22.3 We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

23 Listening to disabled pupils and those identified with additional needs

23.1 Trinity School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

23.2 We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

23.3 The staff has on-going training opportunities on issues relating to communication and listening skills and pupil-centred approaches.

24 Working with disabled parents/carers

24.1 Trinity School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the hall or classrooms that are accessible.

24.2 When a child starts at the school we ask the parents/carers about their access

needs and then can, if necessary send notes/newsletters home in the required format e.g. audio tape, large print etc. We may ensure we have regular telephone contact, if this is a preferred method of communication. School will organize for signing interpreters to enable non-hearing parents to attend parents' evenings.

25 Disability equality and trips or out of school activities

25.1 Trinity School tries to make all trips inclusive by planning in advance and using accessible places. We provide additional TA support for individual children as required, for example, to push a wheelchair or specially-adapted buggy.

25.2 All children are welcome at our after-school activities.

26 Dealing with complaints

26.1 If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

26.2 If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

26.3 Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

27 Evaluating the success of the School's SEND and Inclusion Policy

27.1 Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions).

27.2 We use this analysis to help us plan our SEND provision. At the same time, we set new targets for the year ahead, aiming to narrow any attainment and progress gap that may exist between children with an identified special need and those with no special need.

27.4 We may also set a measurable target related to inclusion. We report progress against these targets to the governing body.

27.5 At any time the SENCO can provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support or a EHCP as well as any pupils for whom an EHCP has been requested. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

27.6 The School Brochure and website will include the details of SEND provision via the SEN Information Report and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy.

Whole school monitoring and evaluation procedures may include sampling of work, looking at records, and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

28.9 This policy itself will be reviewed annually by the school's curriculum sub-committee. It is due for review in May 2018.

Signed

Date

