



Trinity First School

Special Educational Needs and
Disabilities Policy 2022

Flourishing together through
kindness, curiosity, respect, resilience and teamwork.

The Vision for Our School

Trinity First School aims to enable all children to participate, engage and achieve the best possible outcomes by being fully included in all aspects of school life.

The school believes that with appropriate provision, every child with special educational needs and/or disabilities can be helped to achieve their absolute potential.

1. 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.

Current legislation can be found on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen

2. SEND 'Local Offer'

County Councils are required to produce a 'Local Offer' for parents and carers of children with special educational needs or a disability (SEND). The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements - and make clear what is available for their child from early years settings, schools (including academies and free schools), colleges and other services. The offer also includes what is available from health and social care and covers provision for children and young people from birth to 25.

3. Somerset Core Standards

As the Somerset Core Standards have been updated and training in their delivery is ongoing this part of the policy will be updated in April 2022

In addition to 'the local offer' Somerset has a particular focus on the following, which are identified as Core Standards at a whole county level.

The Somerset Core standards work to achieve five main objectives:

- Inclusive quality local education
- Early accurate identification (of SEN)
- Positive experience (of learning)
- Partnership working (across health, education and social care)
- Effective transition at key points.

Linked to this, individual schools are required to produce a 'local Offer' in the form of a School Information Report. This outlines the detail in the *process and provision* the school makes for children with SEND.

Trinity Information Report is available on the school website.

Schools in Somerset also work to a set of Core Standards at a local level (within school). These work towards the following:

- Promoting participation and engagement
- Preparation for adulthood
- Achieving best possible outcomes
- A robust process of assess, plan, do and review
- Supporting transition

The Somerset Core Standards (school level)

Somerset Core Standards are represented in a set of documents to be used in schools that identify what is expected to be available for every child who attends an educational setting in Somerset. The Core Standards have been developed in response to the need for a robust level of inclusion for SEND pupils in mainstream schools alongside the recognition that not all children, who have a medical diagnosis and/or are finding learning challenging, have a special educational need or require additional and/or specialist provision. They are also provided to ensure that schools offer best practice universally to all students and are, as a result of this, better able to identify targeted needs when they arise in individual pupils.

The Core standards will be referred to in this document as one of, or part of the process(es) incorporated in the management and identification of SEND in children attending Trinity School. They will also be referred to as a system that identifies three levels of input/support – all children (universal), some children (SEN support/ targeted) and a few children (High Needs/personalised).

4. Educational Inclusion

In our school we have high expectations of all pupils and aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation through the facilitation of core standards in all four areas of SEND identified in the 2014 code of practice (Appendix 1). We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision and graduated adjustments identified in the Somerset Core standards, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences in order to succeed

Aims and Objectives

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and through the use and implementation of The Somerset Core Standards, we aim to provide every child with access to a broad and balanced education, which includes access to the National Curriculum.

We will achieve this by:

- Setting high expectations for every pupil, irrespective of their prior attainment
- Ensuring all learners have equal access to a broad and balanced curriculum and that, where necessary, the curriculum is personalised to meet individual needs and abilities

- Identifying pupils with SEND as early as possible and ensuring that all their needs are met
- To create a school environment where pupils feel safe to voice their understanding of their needs through gathering pupil's views on their learning experiences in 1:1 meetings with relevant adults within the school (e.g. learning support manager, class teacher, SENCo, teaching assistants). Pupil participation is a right and a highly promoted element of the 2014 SEN code of practice.
- Communicating effectively with parents and carers, through regular meetings ensuring they are informed of, and understand their child's special educational needs and/or disability. The school will provide information on their child's provision and its effectiveness.
- Promoting effective partnerships with external agencies when a child's needs cannot be met by the school alone
- Monitoring the progress of all pupils in order to aid the identification of pupils with SEND
- Monitoring of pupils with SEND to ensure that they are achieving at their full potential

5. Facilities For Pupils With SEN And Disabilities

Trinity First School caters for pupils aged 4- 9 years. The school is on a level site and fully accessible. There are two disabled toilets, one in each part of the school.

The school has a Nurture Group offering support to 10 children five afternoons per week for concerns such as speech, language and communication, autistic spectrum conditions and cognition and learning.

Some children and young people who have SEN may also have a disability under the Equality Act 2010 - that is "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities". Other pupils may have a disability but no special educational needs.

Trinity First School has an Equalities Policy and an associated Equalities Action Plan. The Plan details the work we have done and continue to do to increase access and participation for pupils, parents and staff, particularly but not exclusively for those with SEN and disabilities. The Equalities Policy and Action Plan are available on the school website and in hard copy on request.

Admission Arrangements

Trinity First School will not refuse to admit a child to the school based on their special educational needs or a disability. (See admissions policy)

6. Responsibility For SEN And Disability Provision

Teachers

All teachers at Trinity First School teach pupils with SEN and/or disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and/or specialist staff.

The Somerset Core Standards (available to view at

<https://choices.somerset.gov.uk/025/results/?keyword=core+standards&postal=&lat=&lng=&z=>)

allow teachers to first work on a pre-defined pathway of response to a child when it becomes evident that they may have an additional need. This is integrated good practice to achieve a consistent and 'minimum requirement' standard of provision across Somerset. The Core standards cover the four areas of need as set out in the SEN code of practice (cognition and learning, Social, Emotional Mental Health difficulty, Speech Language and Communication Need and Physical disability).

At a school level this begins with high quality teaching that is differentiated and available for all pupils (universal/all). If this does not support the child adequately, a more targeted approach can be offered

e.g. behavioural support/additional learning in the form of small group work or an organised intervention (SEN Support/targeted). If the child is deemed to have a need that has not been met successfully by the first two elements of the model, a more individual approach may be required (High Needs/personalised). This will only be expected for a few children and their level of need will be specific and significant.

The Core standards focus on the delivery of successful inclusive learning by expecting educational settings to draw on a range of generic support strategies promoted by the following services, in order to augment good practice and reduce the need to replicate individual support for a number of children with the same needs:

- Speech and Language Therapy services,
- Occupational Therapy Services,
- Autism advisory services
- Physical Disability services (e.g hearing and visual impairment)
- Learning support Services
- Educational Psychology service

Special Educational Needs Coordinator (SENCO)

All schools must ensure there is a qualified teacher designated as SENCO, at Trinity First School this is ANITA CRAWLEY.

The SENCO is responsible for ensuring that the needs of pupils with special educational needs and disabilities are appropriately met.

The SENCO has responsibility for determining the strategic development of SEND policy and provision in school and:

- Coordinating the provision for and managing the responses to children's special needs
- Supporting and advising colleagues
- Overseeing the records of all children with SEND
- Effectively communicating with parents and carers
- Working in partnership with external agencies and support services
- Monitoring and evaluating the SEND provision and reporting to the Local Governing Body
- Managing resources, both human and material, to enable appropriate provision to be made for children with SEND
- Contributing to the professional development of all staff
- Applying for EHCPs when and where appropriate

Local Governing Body

The Local Governing Body has due regard to the 2014 SEN Code of Practice when carrying out its duties toward all pupils with SEN and disabilities.

Identification Of Pupils' Needs

Early identification is vital. If a child is not making expected progress, the class teacher will speak to the parents or carers, identifying elements of the core standards that have been implemented – and that would benefit from being implemented at home - as well as discussing areas of strength and weakness in their child's learning profile.

The SENCO and Learning Support Manager will then work closely with teachers and parents/carers to plan an appropriate programme of support where class based adjustments and interventions (core standard universal + targeted) have not elicited desired outcomes.

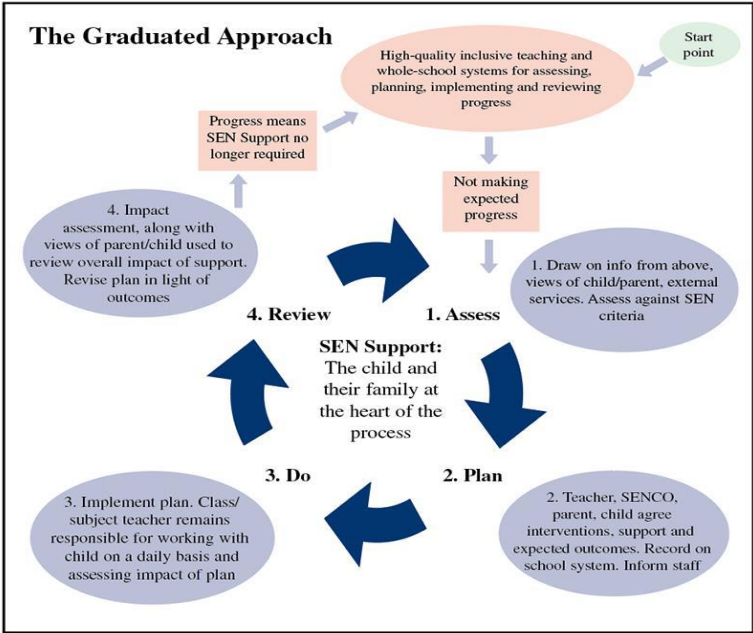
The class teacher and the SENCO will identify what additional provision is required in order to aid progress. This may involve other (individual) assessment to provide detailed and accurate indicators in respect of the child’s specific needs. (see ‘recognising children with SEN’)

We identify children with SEN through:

- Information provided by parents
- Information passed on from previous schools/nurseries
- Information from and communication with health professionals such as paediatricians, health visitors, speech therapists etc.
- Our own assessment procedures including
 - teacher assessments
 - summative assessments (at key points of a child’s learning pathway)
 - pupil progress meetings
 - standardised screening
 - diagnostic and assessment tools
- Collaborative consultation with the Autism and Communication Team
- Collaborative consultation with Somerset County Council’s Educational Psychology Service
- Collaborative consultation with Somerset County Council’s Sensory, Physical and Medical Support Service
- Collaborative consultation with Somerset County Council’s Learning Support Service

7. Provision for Pupils with Special Educational Needs and Disabilities

Once a child has been identified as having an additional and/or special educational need, Trinity First School will adopt a **GRADUATED RESPONSE** advocated by the 2014 SEN code of practice and laid out in the diagram below.



Somerset Core Standards encourage all schools in Somerset to consistently apply certain strategies and support techniques allowing accurate identification of SEN to occur when a child is not making the expected progress. This is part of the graduated response and operates as the first step in terms of quality first teaching. Children are monitored and observed and issues arising will be shared with parents, and children will be noted on the 'monitoring' list but not the SEN list.

Where it is determined that a pupil does have SEN (see above 'identifying pupils with SEN'), parents will be formally advised of this and the pupil's name will also be placed on the school's **SEN List**. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put into place and so remove barriers to learning.

The school then enters into a cycle of assessment, planning, carrying out actions from plans and reviewing of progress. This is the **ASSESS, PLAN, DO + REVIEW** cycle. This cycle is revisited to ensure the child is continuously accessing and responding to appropriate learning input. Reviews are regular and inform next steps to success.

I. Provision Maps

Overseen by the SENCO and Learning Support Manager, teachers keep records of additional or different provision made for some individuals/small groups of pupils under SEN support (Core standard – SEN Support/targeted/some). This information is recorded on provision maps. Provision maps state:

- what the additional need is
- the outcome required from the support (recorded as a measurable target)
- teaching strategies to be used to achieve the target

Provision maps form part of discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

Provision maps show the provision the school makes which is additional to and different from that which is offered at whole class level (core standard- universal/all).

The SENCO and SEN Governor also use provision maps to maintain an overview of the programmes and interventions used with different groups of pupils and to monitor the levels of intervention and their impact.

SEN Support

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. This is documented through provision maps (see above) and/or individual learning plans (below).

The school will also, where appropriate during any cycle of SEN support, ask for advice and or assessment from one or more of the following:

- Speech and Language Therapy services
- Occupational Therapy Services
- Autism advisory services
- Physical Disability services (e.g hearing and visual impairment)
- Learning support Services

- Educational Psychology service
- Community paediatrician

II. Individual Learning Plans (ILPs)

An Individual learning plan may be set up for any child who requires significant additional support to access learning (core standard - few/individualised).

An ILP identifies:

- the area of concern and source of advice recommending type and level of support
- the specific targets to be achieved in a set time period (normally 1-2 terms)
- teaching strategies required to achieve the targets
- the adult who will be supporting the learning
- the recommended amount of learning support time required to achieve the target
- Date for review

The class teacher and the SENCo are responsible together in deciding whether a child would benefit from an ILP. Children that require an ILP will have been supported through implementation of Core Standards (universal and targeted) beforehand.

Provision maps and ILPs are accessed by the children's class teachers and supporting adults as well as by the SENCo. Children are involved at an appropriate level in setting and monitoring progress towards targets in provision maps and ILPs.

Application for an Education, Health and Care Plan

If a child has significant special educational needs and/or difficulties that are predicted to impact on their learning experiences in the long term, they may be put forward for a Statutory Assessment. This is requested by the school, the parents or health care professionals. This will occur where the complexity of the needs of the child are such that a multi-agency approach to assessing that need and planning for it, is required. The decision to make an application for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- External education professionals who have worked with the child
- Health professionals
- Children's Social Care

Information will be gathered relating to the current provision, actions that have been taken and the progress towards targets set. The information is gathered and sent to the SEN department at Somerset Local Authority where a decision will be made by a group of professionals from education, health and social care on whether the child meets criteria for an EHC Plan.

Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the child's needs are profound enough. If Somerset County Council turn down the request, there is an appeal process. For more information visit

<https://choices.somerset.gov.uk/025/results/?keyword=EHCP&postal=&lat=&lng=&z=>

If 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 like reducing or increasing levels of support and/or request for specialist provision. The Local Authority require outcomes of the annual review to be shared with them.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, and as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

The school's Equalities Action Plan outlines how Trinity First School monitors this provision and includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEN.
- Making use of all classroom facilities and space
- Effectively using in-class provisions and support to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where there is evidence that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

Evaluating The Success of Provision

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The school's Governing Body has a duty to evaluate annually the provision the school makes for pupils with SEN. The following practices provide evidence that supports the evaluation process:

- Discussing children's progress with parents
- Analysing SEN pupils' attainment as recorded in national assessments (end of EYFS assessments, Year 1 Phonics Screening, Year 2 SATs etc.
- Including the pupils in all areas of the curriculum
- Accessing outside agencies to support staff
- Providing training to meet the needs of both staff and children
- Monitoring the delivery of the curriculum
- Developing inclusive strategies such as Somerset Total Communication (STC) signs and symbols
- Governor monitoring
- The monitoring of provision maps and ILPs.

The Governing Body oversees the effectiveness of the school's SEN & Disabilities Policy. There is an identified governor who has the responsibility to ensure the Policy is adhered to. It is the Governing Body's responsibility to ensure that the school is meeting the needs of pupils with SEN and disabilities and appropriately supporting their families.

Parental views will be sought through questionnaires and interviews.

There is an annual evaluation of the effectiveness of the school's SEN provision and policy. This is undertaken by the county adviser for SEN, the SENCO, class teachers and the SEN Governor. Information is gathered from different sources such as child and parent/carer surveys, staff surveys, parents' consultation meetings, feedback forms etc. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school improvement planning.

Staff Professional Development

The school aims to keep all school staff up to date with relevant training and developments in teaching practices in relation to the needs of pupils with SEN and disabilities. Information is gathered every year to help identify the training that is necessary for staff. This will depend on the range of special educational needs that pupils in the school have at any one time. Training is provided in the following ways:

- In-house training
- Mentoring
- Observation of others' practice
- Visits to/links with other schools
- Attendance at externally provided training events
- Participation in accredited training opportunities
- Specific training for staff e.g. Team Teach manual handling/Behaviour Management/SEND conference/Health and Safety

The SENCO attends relevant SEN network meetings, and facilitates/signposts relevant SEN training opportunities to all staff.

The school recognises the need to raise awareness of and promote the ability of the staff to support pupils with SEN and disabilities. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school improvement priorities and those identified through the use of provision management.

8. Support Services

We have a range of Support Services in Somerset that we can call on to give us advice, support and training on SEN. In our school we access information from:

- The Frome Learning Partnership (17 schools in the local area)
- The Frome Intervention and Discussion Panel (Behaviour)
- Autism and Communication Team
- Educational Psychology Service
- Sensory, Physical and Medical Support Service
- Learning Support Service (including dyslexia)

- Medical professionals

Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents and class teacher.

The Health Service and Children's Social Care

Many pupils with SEN and disabilities have support from or involvement with Health and/or Children's Social Care. These pupils are best helped when all professionals work closely together. To support this, staff at Trinity First School:

- work with designated Health and Social Care personnel to seek advice on pupils' needs
- attend review meetings with appropriate professionals and parents/carers to discuss pupils' needs and progress
- ensure that the advice of external professionals is implemented at school through ILPs or similar.

Working in Partnership with Parents/Carers

Trinity First School believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- good social and academic progress is made by pupils with SEN and disabilities
- that personal and academic targets are set and met effectively.
- That parents feel happy that their children are receiving the best support to reach their potential in learning.

Parent/carers are kept up to date with their child's progress through:

- twice yearly parent consultation meetings with class teachers
- meetings with the SENCO and external professionals (three times a year)
- formal reports, where appropriate, including the child's annual written report
- Informal daily interactions

In cases where more frequent, regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The parent support service **SENDIAS** provides information, advice and guidance on special educational needs and disabilities and can provide an independent parent supporter for all parents who wish to access this service.

For more information Phone: [01823 355 578](tel:01823355578) email: info@somersetsend.org.uk
or go to <http://www.somersetsend.org.uk/welcome/>

Transition

Pupils with SEN and disabilities are offered additional visits to their allocated middle school, accompanied by class teachers and teaching assistants. SENCOs from both schools meet for formal discussion about children with SEN and organise School Entry Plan meetings in order to discuss individual needs and set up targets and actions required for a smooth transition.

Detailed information and records will accompany children, and staff from receiving schools are offered the opportunity to visit the children in our setting.

Management Of Complaints

We are always happy to talk to parents/carers and listen to any concerns they may have. If there are worries or concerns about how the school is providing for a child, please talk to your child’s class teacher or to the SENCO. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a formal complaints procedure. You can obtain a copy of this from the school website or by requesting a hard copy from the school office.

Date adopted by the Local Governing Body:

Signed:

.....Amanda Seager, Headteacher

.....Janice Sledge, Chair of Governors

To be reviewed: March 2023