



## Holy Trinity Church of England (Aided) Primary School

### Policy Statement

#### SEND Policy

#### *The Best for Every Child - a Unique Child of God*

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Written by: Miss Bo Chang  
Date: July 2020  
To be reviewed: September 2023

Cookridge Holy Trinity Church of England (A) Primary School is committed to promoting and safeguarding the welfare of all children and expects all staff and visitors to share this commitment

It is the policy of the Governors and Staff at Holy Trinity Primary School to aim to educate EVERY child to enable them to achieve their full potential in as inclusive environment as possible. We aim to promote the self-worth and self-esteem of **all** who learn in our community through meeting the needs of every child as a unique individual. We aim to enable children to learn effectively by pro-actively adapting our classroom organisation, teaching materials and teaching styles and by differentiating the work to meet the needs of the children in our care.

#### **Objectives of our policy:**

- To provide an environment where barriers to learning and participation are minimised.
- To promote success, confidence and esteem in pupils with SEND.
- To ensure that all pupils have access to a broad and balanced curriculum and are able to reach their full potential as people and as learners.
- To provide an integrated system to support children with SEND that places the child and their family at its core.

#### **Our Definition of Special Educational Needs**

***A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age to be made for them.***

**SEND can be grouped into four broad areas of need:**

- ✓ **Communication and interaction** ( includes SLCN, Autistic Spectrum Disorder ASD)
- ✓ **Cognition and learning** (includes Moderate learning difficulties (MLD), Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- ✓ **Social, emotional and mental health difficulties** (includes challenging, disruptive behaviour which reflects underlying mental health difficulties, ADD, ADHD, Attachment Disorder)
- ✓ **Sensory and/or physical needs** ( includes vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD) )

**Miss Bo Chang** is the Special Needs Co-ordinator and has responsibility for co-ordinating the day to day provision of education for pupils with SEN.

There is a Governor responsible for SEND.

#### **Admission Arrangements**

Cookridge Holy Trinity CE Primary School embraces the uniqueness of every child and genuinely welcomes all children irrespective of need. We endeavour to provide a quality educational experience for all and a happy place to be. When a child has SEND, we will work with parents, previous schools or nurseries and any relevant outside agency to ensure that effectively meet the specific needs of the child and offer them the educational experience that they are entitled to.

## A Graduated Approach to Supporting Pupils with SEND

Children already identified as having SEND prior to starting our school go straight to Step 3 or 4 depending on their needs.

### **Step 1**

We strive to deliver high quality teaching to all our pupils, differentiated for individual pupils, which reduces the number of pupils requiring provision that is different from or additional to what is already taking place in class. We have an on-going programme of professional development which aims to equip our staff to meet the needs of their pupils.

We have Progress Matters meetings to discuss assessment data each term and if a child is not making progress this is discussed and action taken as outlined in Step 2.

### **Step 2**

A concern is raised about a child by a parent, teacher or other professional. This is discussed with the SENCo and other relevant professional and adaptations to **Quality First Teaching** are made to support the child to make better progress. This may include evidence based targeted, time limited interventions or physical adaptations to the classroom (e.g. writing slopes, sensory cushions etc). Regular reviews are held to ensure progress continues. At transition into the next year group all relevant staff are made aware by the class teacher of any adaptations that need to be made for the child.

**If the child continues to make little or no progress we move to Step 3.**

### **Step 3**

#### **SEN SUPPORT**

The child's needs are **assessed** and in consultation with the child's parents/carers, class teacher and any other relevant professionals working with the child a **plan** is written. This may be an Individual Learning Plan (ILP), an Individual Behaviour Plan (IBP) or a Pupil Passport (PP) depending on the needs of the child. A copy of the plan is given to parents and all relevant professionals. The plan is then delivered (**do**) and **reviewed** each term (or more often if necessary).

**If the child continues to make little or no progress we move to Step 4**

### **Step 4**

#### **SEN SUPPORT**

The SENCo, in consultation with parents/carers and other relevant professionals, will refer to external specialists and support agencies to help further assess the child and develop a plan. This plan is reviewed each term (or more often if necessary) following the **ASSESS, PLAN, DO, REVIEW** cycle.

Where there are additional concerns, or if there are lots of agencies involved with the child, an Early Help Assessment (EHA) may be carried out and an **Early Help Plan (EHP)** put in place. This enables a Team Around the Child (TAC) to meet regularly to assess, plan, do and review the progress of the child.

Parents/carers are told about the **local authority offer** and the **SEND Information and Advisory Service (SENDIASS)**.

**If children are still making little or no progress or we are still not clear about how to effectively meet their needs we move to Step 5.**

### **Step 5**

Following discussion with parents/carers and relevant professionals working with the child a request for an Education, Health and Care Needs assessment will be made to the local authority.

## **Continuing Professional Development**

We are committed to the on-going professional development of all school staff relating to SEND issues and have an active programme of in-service training.

## **Funding arrangements for SEND pupils**

In order to fund our work for pupils with SEND we receive a notational SEND budget through Leeds Children's Services which is to be used to support pupils with SEND. Out of this budget a maximum number of 6 blocks of £6000 is used to fund individual pupils. If additional funding is required and pupils meet the Funding for Inclusion criteria school will apply for 'Top Up' funding. Level 1 funding is not child specific but Level 2 funding is child specific (i.e. if the child moves school the funding moves with them.) Copies of the Leeds Children's Services criteria are available on request.

## **Transition.**

Excellent links exist with all of the Local Nursery and High Schools and we have an established transition programme which particularly includes our pupils with SEND. We provide additional visits to the school and meetings (either at Cookridge Holy Trinity or the previous/new setting) with relevant members of staff. When a pupil moves to another school for whatever reason records and relevant information are transferred for when the pupil arrives or as soon as possible thereafter.

### **Complaints Procedure.**

We have very positive relationships with our parents and encourage their active involvement in their child's development by including them in all aspects of their child's development as well as being responsive to their concerns. However, should a parent have a complaint it should be discussed with the Head-teacher initially. If the complaint is unresolved a letter should be sent to our SEN Governor. Leeds City Council has a SEND Independent Advisory Service (SENDIAS) which can provide support and independent advice for all parents of children with SEND details of which can be obtained from school.

This policy should be read alongside the SEN Information Report Section 69 available on the website or from school.

### **Glossary:**

**Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Local Offer:** Local authorities in England are required to set out in their Local Offer 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, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**Leeds SEND Information Advice Support Service (SENDIASS):** provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Special Educational Needs and Disability (SEND):** A child or young person has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.

**Special Educational Needs and Disability Co-ordinator (SENDCO):** A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

**Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.