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# Holy Trinity Lamorbey CE Primary School Special Educational Needs and Disability Policy

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## Contact Details

The SENCO at Holy Trinity Lamorbey Primary School is [Sarah Bushell](#). She is a qualified teacher and has been working at HTL since 2013.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child best. However, should you wish to contact Miss Bushell, she is available by phone at school on 020 8300 3613 (Mondays, Tuesdays & Wednesdays) or by email at [contact@htl.bexley.sch.uk](mailto:contact@htl.bexley.sch.uk)

SEN Governor – Stephanie Ward

## Introduction

This SEND (Special Educational Needs and Disabilities) policy is written to comply with the 2014 Children and Families Act and The SEND Code of Practice: 0-25 years (DfE/DoH, 2015) together with the Equality Act 2010. It is in keeping with the school's Christian values, its aims, its teaching and learning policies, and its policy on equal opportunity. Holy Trinity Lamorbey School is committed to a policy of inclusion: one in which all individuals are recognised as Children of God and in which the teaching, learning achievements, attitudes and well-being of all children matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

## Headlines from the 2015 Code of Practice

### From January 2015:

- It is now a joint publication as the policy is not just about education and there are more medical needs that people need to be aware of
- The 0-25 age range including guidance relating to disabled children.
- There is a greater focus on participation of children in decision making (e.g. co-producers)
- There is a focus on aspirations and on improving outcomes.
- There is a close co-operation between education, health and social care and a co-ordinated assessment process (0-25 EHC plan)
- Guidance on publishing a Local Offer (Local authorities)
- Guidance on taking a graduated approach (SEN support)
- A clearer focus on support for successful transition to adulthood.

The policy states that all mainstream schools, including academies and maintained schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children's SEN.
- Ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision (the SENCO)
- Inform parents when they are making special educational provision for a child.
- Prepare a SEN information report.

School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school performance management arrangements and its approach to professional development for all teaching and support staff.

School leaders and teaching staff, including the SENCO, should identify patterns in the identification of SEN, and use these to reflect on and reinforce the quality of teaching.

There are four broad categories of SEN:

1. Communication and Interaction (C & I)
2. Cognition and Learning (C & L)
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical.

We have children in all these categories of SEN.

## Aims of our SEND Provision

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies);
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively; · To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## What is meant by Special Educational Needs (SEN) or a disability?

The definitions for SEN and for disability set out in the SEND Code of Practice (2015) are as follows:

***SEN:*** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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.**

***Disability:*** Some children and young people who have SEN may 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

## **Admission of Pupils with SEND**

**(See also school admissions policy)**

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHC Plan) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all pupils where possible.

For children with an EHC Plan, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHC Plan, the local authority will send the school a copy of the EHC Plan and then consider comments made very carefully before a decision on placement is finalised. In addition, the local authority must also seek the agreement of the school where the draft EHC Plan sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in specialist provision.

## **Identification of SEND**

At Holy Trinity School, we monitor the progress of each pupil very carefully at termly Pupil Progress Meetings attended by the Class teacher, Deputy Headteacher, Phase Leader and SENCo. Where pupils are identified as not making progress in spite of Quality First Teaching, they are discussed and a plan of action is agreed. This might include a review of the differentiated teaching being offered with additional strategies recommended from the Bexley Toolkit to address the child's needs in class. In some cases, targeted in class support may be arranged or a targeted intervention group. Parents are informed if a short-term intervention is arranged. Sometimes the SENCo observes the child in class to provide additional advice and support to the class teacher and parents. Some further diagnostic assessment can be beneficial too to understand the child's strengths and needs.

In many cases the child's needs can be addressed within Quality First Teaching or with some additional short-term focused intervention and they are not considered to have special educational needs. However, some children continue to make less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

In these cases, it may be appropriate for the child to be referred to a professional outside of the school for advice and so that the child can receive longer term school support. At this point the child's name may be added to the SEN register. This will be discussed with parents.

## What should a parent do if they think their child may have special educational needs?

Parents sometimes ask us to look more closely at their child's learning. Concerns should be discussed initially with the child's class teacher who knows them best. This may result in a referral to the SENCo, Miss Bushell (contact details on the first page of this policy). Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate

Frequently, the concern can be addressed by Quality First Teaching. It is often helpful for the parents, class teacher and SENCo to meet together at this time. Parents' concerns will always be taken very seriously. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## How will the school support a child with SEND?

All pupils at Holy Trinity School are provided with high quality teaching that is differentiated to meet the diverse needs of all learners. The quality of teaching is monitored carefully. In addition, gaps in learning are carefully analysed so that individual's needs are addressed,

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

If a child is identified as requiring more long term or alternative action to increase their rate of progress, the impact of the differentiated teaching being provided will be reviewed. Then, if required, additional strategies will be discussed with the teacher or interventions will be arranged to support the pupil further.

Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN Support (SENS) and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.

Any action relating to SEN support will follow an assess, plan, do and review model using the Bexley Quality First Teaching and Special Educational Needs Support Toolkit (June 2019):

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

3. **Do:** The class teacher remains responsible for all children, including those identified with SEN. The Quality First Teaching provided will be differentiated and is the main form of support for all children and young people. The class teacher will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with the teaching assistant(s) to plan and assess the impact of support and interventions and ensure links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENCo.
4. **Review:** Progress towards these outcomes will be tracked by class teachers, at Pupil Progress meetings and discussed with parents at consultation meetings. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:  
Specialists in other schools, e.g. teaching schools, special schools · Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
  - Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS) or CHEWs (Child Health and Wellbeing Service)
  - Social Care, including the Disabled Children's Service.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support (SENS) required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **How will parents be helped to support their child's learning?**

- The school website and Bexley Local Offer website which provide 'sign posts' for additional support.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning or accessing local support groups.
- Parents may wish to contact Bexley Voice <http://www.bexleyvoice.org.uk/> a local support group for parents of children with special educational needs and disabilities.

## **Pupils with medical needs (Statutory duty under the Children and Families Act)**

<https://www.legislation.gov.uk/ukpga/2014/6/section/100/enacted> See also Medicines in School Policy.

The key contact for medical needs is the School Welfare Officer · Pupils with medical needs that affect

daily access or require the administration of medical support will be recorded in a Health Care File. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications are given appropriate first aid training.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication. · It is the parents' responsibility to keep the school informed about any changes to the pupil's condition or medication.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Pupils at school with Medical Conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

## **What training do staff supporting children and young people with SEND undertake?**

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice from professionals outside of the school. In some cases, external professionals observe identified pupils in class in order to give more specialist advice to class teachers. Parents are always informed that such observations are taking place and the advice given is discussed with them.
- The Governor with specific responsibility for SEN has completed the SEN Governor training and meets regularly with the SENCo to monitor the impact of SEN provision in the school.

## **How will children with SEND be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible. • The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

## **How accessible is the school environment?**

Adaptations have been made to the school site in line with our Accessibility Policy.

Our Accessibility Plan describes the actions the school is taking to increase access to the environment, the curriculum and to printed information is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.



## Transition into our school or within the school

A number of strategies are in place to enable effective transition.

Prior to entry, the teaching staff in our Early Years team meet with parents to gather information. Where it is known that the child is likely to have special educational needs a special meeting is arranged with the SENCo, teaching staff and, if appropriate, the child's Educational Psychologist to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. The SENCo also liaises with pre-school settings so that information relating to a child's particular needs can be shared.

A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September. In July, Induction Days are held for children entering the Early Years and Foundation Stage. Each of these days may be personalised to meet an individual's needs if appropriate.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEN, the school will contact the previous school/ setting or other professionals as needed.

## Transition to the next school and preparation for adulthood and independent living: Primary to secondary transition

For pupils in Year 5 with a statement of educational need or an EHCP, an annual review meeting begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. When a further annual review meeting is held in Year 6, a representative from the secondary school will be invited to attend.

For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.

The Common Transfer Forms for pupils who leave the school mid-phase will be transferred electronically within five school working days of the parents notifying their child has been enrolled at another school. Paper records will follow.

## How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education is called the Age Weighted Pupil Unit for Quality First Teaching.
2. The Notional SEN budget. This is a fund devoted to schools to support them to meet the needs of pupils with SEND at SEN Support (K) level of the Code of Practice.

3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEN).

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school website within the SEN Information Report and the Local Offer. There are currently six pupils on role at Holy Trinity School with EHC plans. Their EHC plans are reviewed annually at a meeting to which a Local Authority Representative is invited. The Local Authority will decide whether or not to continue the same level of funding when reports from the Annual Review meeting have been considered.

## **Access arrangements for exam concessions**

Where there is a history of need, support and the pupil has concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school.

For Bexley Selection Tests, the Local Authority requires that the pupils SEN has been identified at least a year before the application and that concessions or adaptations similar to those being requested is the pupils normal way of working. Details about this application can be found on the Bexley website: <https://www.bexley.gov.uk/services/schools-and-education/selection-tests/selection-test-result-information-2020>

## **Contacts for further information or concerns relating to SEND?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher in the first instance,
- The SENCo,
- The Headteacher,

If you feel that your concern has not been suitably addressed, please consult the school's complaint procedure.

## **Support services for parents of pupils with SEN include:**

Bexley Information Advice and Support Service (IASS) (formerly Bexley Parent Partnership Services) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest IASS can be located via <https://www.bexleyvoice.org.uk/>

The IASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to

parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <https://www.kids.org.uk/sendiaass>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.bexleyvoice.org.uk/london-sen-education-mediation-service.html>

Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about your child's special educational needs. Parents and carers can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

## **Additional information and references:**

**Local Authority's Local Offer:** The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. <https://www.bexley.gov.uk/services/schools-and-education/special-educational-needs-and-disabilities/send-local-offer>

**The SEND Code of Practice (2015)** This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit (June 2019)

The Special Educational Needs and Disability Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

**EHCP:** Education, Health and Care Plan

**LA:** Local Authority

**SEN:** Special Educational Needs

**SEND:** Special Educational Needs and/or Disability

**SENCo:** Special Educational Needs Coordinator (also written as SENCO) SEN Support: Support given to pupils with SEN from delegated funding Statement: Statement of Educational Need

**IASS:** Bexley Information Advice and Support Service