

# Trinity Partnership Schools

(Duchy of Lancaster, Norman and Weeting Primary Schools)

## SEND Policy September 2019

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 025 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been written by the Inclusion Manager in liaison with governors, senior leadership team, all staff and in consultation with parents of pupils with SEND.

STAFFING:

*Assistant Head Teacher for Inclusion: Mrs Christine Hague*

*Executive Head Teacher: Mr Owen Rhodes*

*SEND Governor: Rebecca Ireland-Curtis*

Our approach to SEND, as described in this document should be considered alongside our policies relating to Safeguarding, Accessibility, Teaching & Learning and Feedback & Marking Policies.

Particularly relevant quotes from some of these documents are:

### **“WHAT WE MEAN BY EQUALITY?”**

At Trinity Partnership we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

Our children define 'equality' as:

**“Equality is being treated equally and fairly by everyone. Equality is when there is no favouritism and everyone feels respected.**

**Being treated fairly does not mean being treated the same.”**

## **CONTEXT**

The **Trinity Partnership** comprises of three primary schools:

**Duchy of Lancaster CE Primary, Methwold  
The Norman CE Primary, Northwold  
Weeting CE Primary**

We are all academy members of Diocese of Ely Multi-Academy Trust (DEMAT). The Duchy of Lancaster and The Norman Schools are small schools who teach children in mixed year groups. Weeting School is able to teach children in single year groups in KS1. The partnership schools offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our schools very well and use our understanding and data to inform our planning and objectives.

We are committed to working in partnership with staff, parents, governors, children and the community to ensure we:

- Create vibrant and happy schools
- Promote self-esteem and well-being
- Set high expectations and celebrate achievements
- Recognise strengths and celebrate diversity
- Embrace creativity
- Promote positive behaviours towards one another

## **Our school ethos, values and visions**

*‘A cord of three strands is not easily broken’ Ecclesiastes 4:12*

*The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors and school leaders to ensure that life is lived in all its fullness as unique children of God.*

## AIM

*“The schools within the Trinity Partnership are inclusive, this underpins our approach to developing relationships with children, staff, governors and families. All are welcome and we seek to work in partnership with our community to gain the best for each child. It is the responsibility of all staff and governors to ensure the needs of each child is met and that we understand this may require a different approach to personalise the experience of the child in order that any barriers to learning are removed.”*

*Our concern for children with special needs & disabilities is to remove barriers to learning to enable them to make as much progress as is possible from their individual starting point.*

## OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met.

At Trinity Partnership we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

## A GRADUATED APPROACH TO SEN SUPPORT.

**In recording pupils’ needs on a SEN record or register, your criteria for ‘entering’ a pupil should include:**

- Class teachers carry out general class based assessments in reading, writing and maths regularly and some tests carried out will give age standardised scores. Any low assessment data combined with learning behaviour observations would indicate a need for further differentiated work is necessary. This is the responsibility of the teaching team in each classroom. Should a child be identified as having significant levels of need outside the normal range of differentiation, then the SENDCo will be consulted and plans developed which support the child’s needs.

- An assessment of each class is also carried out by a qualified Thrive practitioner at the beginning of the academic year to indicate any children who may need support in terms of social and emotional aspects of their learning. Again Thrive based class plans can be implemented by the class teaching team, and should any children require more intensive support they will be provided by the Thrive practitioner.
- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Regular pupil progress reviews are carried out by the Senior Leadership Team and also the staff complete regular monitoring of standards across the curriculum.
- The Inclusion manager and class teaching teams discuss who require special educational provision and then parents and carers also have a role in the decision making process. This involves the teacher and Inclusion manager considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- The school works well with professionals from other agencies and attends regular meetings for those children with higher level needs. EHCP reviews are well managed. Parental communication is good and should any areas of concern be raised they are dealt with effectively and efficiently.
- The Assess – Plan – Do – Review cycle is integral to all SEND provision and evaluation. We call this “Provision mapping”. This is completed on a regular cycle throughout the academic year. Parents and carers are invited to regular reviews with class teachers and/or the Inclusion manager if appropriate.



## **Assess**

Your child's difficulties are assessed so that the right support can be given. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This is reviewed regularly so that the support provided continues to meet your child's needs.

## **Plan**

All those working with your child agree, with your involvement, what support will be put in place to meet the needs of your child.

## **Do**

We will put the planned support into place; this will be recorded on your child's pupil provision map (PPM). The teacher remains responsible for working with your child on a daily basis, but the Inclusion manager and any support staff or specialist teaching staff involved in providing support, should work closely to track your child's progress and check that the support is being effective.

## **Review**

The support your child receives will be reviewed half-termly. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

- The Inclusion manager has regular meetings with the class team and then the register is updated on a termly basis.
- Parents are consulted and support discussed – some interventions may continue even if the child is no longer on the register.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Every child who has a life threatening medical issue such as asthma has a Healthcare Plan written by the the parents/carers and signed by a member of the senior staff. This is then kept in the main pupil file in the office and is reviewed as necessary or annually whichever in sooner. This is in line with new recent guidance published by DfE: refer to [www.sendgateway.org.uk](http://www.sendgateway.org.uk) for access to this guidance for schools.

### Inclusion Manager

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:

1. involved in supporting your child's learning
  2. kept informed about the support your child is getting
  3. involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

#### Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion manager know as necessary.
- Writing pupil profiles, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND local offer is followed in their classroom and for all the pupils they teach with any SEND.

#### Executive Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the Inclusion manager and class teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring and evaluating the effectiveness of school systems for meeting the needs of SEND children.

### **MONITORING AND EVALUATION OF SEND**

The Inclusion manager regularly reviews the processes and outcomes for pupils with SEND.

- The Inclusion manager meets with each teaching team regularly to discuss pupils who are on the register and/or those pupils causing concern. The Inclusion manager provides regular reports for the Governing Body and meets regularly with the governor who has special responsibilities for pupils with SEND.

- Progress and outcomes are discussed with Executive Head Teacher on a regular basis for all pupils with SEND. This informs whole school planning for SEND and the budget requirements are regularly reviewed in meetings between Senior Leaders.
- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term for reading, writing, mathematics and science.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion manager will also check that your child is making good progress within any individual work and in any group that they take part in.

## **STORING AND MANAGING INFORMATION**

Individual SEND files for pupils are held in a lockable filing cabinet in offices at each school.

## **REVIEWING THE POLICY**

This policy will be reviewed annually and due for review in July 2022.

## **ACCESSIBILITY**

### **Statutory Responsibilities**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area
- Accessibility plans and strategies must be in writing

## **REVIEWING THE POLICY**

The SEN Information Report section of this document will be reviewed annually.

The SEND Policy will be reviewed every three years.

**ACCESSIBILITY**

See Single Accessibility Plan, available with this report on the website.

**DEALING WITH COMPLAINTS**

See Complaints Procedure, available with this report on the website.

**BULLYING**

See Anti-Bullying Policy, available with this report on the website.