



'Aim High, Let Your Light Shine.' Matthew 5:16

Holy Trinity CE Primary School

Inclusion Policy 2022-2023

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in xxxx

It is due for review – *September 2023*

Signature

Date

Head Teacher

Signature Date

Chair of Governors

Introduction

School Overview

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Our vision for the school is: 'Aim high, let your light shine' Matthew 5:16

The vision for the school is one where everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where no one will or can be left behind.

At Holy Trinity we are proud to provide all pupils with equal opportunities regardless of their age, gender, educational needs, disability, race, social or cultural backgrounds. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experience for all pupils. Our school vision "Aim High, Let Your Light Shine.' Matthew 5:16' embodies this ethos enabling all our pupils to experience success in learning and to achieve as high a standard as possible. Our children are encouraged to be the very best they can be.

We offer an inclusive curriculum for all our students and believe that all children have the right to access the curriculum and be part of our inclusive setting. Our primary aim is to help each individual pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives, educationally socially and emotionally. We believe that co-

production with parents and families is an integral part of the process. All staff provide quality first teaching, differentiated learning opportunities and appropriate levels of support. Pupils identified as having special educational needs (SEN) receive support and provision which is planned and reviewed regularly to help them achieve the best possible outcomes.

Our SEND Policy fulfills the requirements of the SEND Code of Practice 2015, which stipulates that all schools should have a policy regarding Special Educational Needs and Disability. Our SEND Policy and Information Report aim to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 January 2015 and has been written with reference to the following guidance, documents and policies which should be read in conjunction with;

- Our School Local Offer SEN Information Report (2021) which is located on our website.
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities SEND Code of Practice 0-25 (2015).
- The Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010: advice for schools DfE Feb 2013.
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 .
- Help children achieve more (previously Every Child Matters 2003).

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014.
- Safeguarding Policy.
- Accessibility Plan.
- Behaviour Policy.
- Complaints procedure.
- Teaching and Learning Policy.
- Equality Plan.

Definition of SEN (Under the SEN Code of Practice 2015)

The Special Educational Needs and Disability Code of Practice 2014 states that 'a child or young person has special educational needs 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 if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age;

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

Rationale

'Our vision for children with special educational needs and disabilities is the same for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives'
(SEND CoP Jan 2015)

This document is a statement of the aims, principles and strategies for teaching all pupils, particularly children at risk of underachieving including those with Special Educational Needs & Disability (SEND).

- The development of this policy is to acknowledge the Special Educational Needs and Disabilities of our pupils, monitor those needs and employ strategies to meet them.
- It was written and agreed by all staff as a means of supporting the child whilst also supporting teaching colleagues who have concerns about their pupils.
- The policy offers guidance to new staff (full-time or supply) about the identification and monitoring of vulnerable pupils and provides a framework in which support may be sought from colleagues.
- The policy fulfils the requirements of the SEND Code of Practice, 2015, which stipulates that all schools should have a policy regarding Special Educational Needs & Disability.
- This policy will be discussed and reviewed annually by the staff and Governing Body.
- This policy is linked to our SEND Information Report which details the provision for SEND that our school offers.

The named person for leading provision is Amy Plant. The SEN Governor is Gracie Howard

Our objectives are:

- To ensure equality of opportunity and access to the curriculum for all pupils.
- To meet individual needs within a safe environment of warmth and support in which self-confidence self-esteem can grow and every child experiences success in their learning, achieving the highest possible standard they are able to reach.
- To ensure that parents are involved in all aspects of the decision making process in supporting their child's education and feel able to support their children at home.

- To ensure the views, wishes and feeling of children and parents/carers and fully involve them in every stage of the educational journey.
- To identify and monitor children with specific learning difficulties at the earliest opportunity so that barriers to learning can be removed.
- To identify the specific needs of children with SEND and to try and meet those needs through adaptations to the curriculum and planned personalise provision.
- To continue to maintain a programme of support and referral to outside agencies that will enable the children to receive the help they need quickly and effectively;
- To adopt positive and consistent strategies to help children with social and emotional difficulties whilst valuing and encouraging the contribution of all children to the life of the school
- To ensure staff have access to appropriate training and advice to support quality teaching and learning for all children.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.

Areas of need

There are four categories of need in the SEN Code of Practice. Identification helps us to decide which adaptations support and provision will be most beneficial to an individual child's educational progress, these are:

- Communication and interaction (CI)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for all pupils'.

A clear approach and school cycle is in place to identify and respond to SEN. Teachers who identify that a pupil may require targeted support will talk to the SENDCo to begin the cycle of graduated approach as outlined in The Code of Practice (DfE and DOH, 2015:6.44). Parents will be involved and kept up to date at each stage of the cycle and provision will be put into place where required.

1. Any child who is falling significantly outside of the range of 'expected' personal and academic achievement he or she will be monitored carefully. This will be monitored by SLT and Class teachers during Pupil Attainment and Learning Meetings (PALM's)
2. Once a child has been identified as possibly having SEN they will be closely observed and assessed by staff in order to gauge their level of learning and possible difficulties, as part of the Assess, Plan, Do, Review cycle.
3. The class teacher will take steps to provide adapted learning opportunities that will aid the child's personal and academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied. (School Support)
4. The SENDCo will be consulted for support and advice and may observe the child in class.
5. If parent or teacher raises a concern, this does not automatically place the child on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
6. Through the above actions it can be determined which level of provision the child will need i.e. Individual Support Plan or further support.
7. SEN support is, primarily, delivered by class teachers through adaptation and different teaching methods. Additional support is provided by the SENDCO and by trained learning support assistants (LSAs) throughout the school. This is funded from the schools annual predictable needs budget. The support timetable is reviewed at least termly, by the SENDCO, and senior leadership, in line with current pupil needs, educational initiatives such as literacy and numeracy

strategies, and the budget.

8. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning. The Teaching Assistants have all been involved in professional development to support the teaching and provision for children with additional needs within the mainstream school.
9. It may be necessary at this stage to involve the support from outside agencies who provide specialist support such as Educational Psychologists or Advisory Teachers. The school can access a service by completing a Single Service Request.
10. If a child shows behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the school's behaviour policy will be followed using STEP's approaches. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement or parental separation) we complete a Families First Assessment with the family and we support the child through that process. A Families First assessment is also completed if there are complex issues requiring a multi-disciplinary approach to assessing a child's needs.
11. If parents/carers and school are concerned that the child may have mental health needs, we encourage the parents/carers to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Service) or advice can be sought from other mental health services/charities. Prior to this families may have access to a Mental Health Support Worker or school counsellor available in school.
12. If a child does not make the expected progress, it may be necessary to apply for an Education, Health and Care Plan (EHCP); parents/carers remain fully involved in this process.
13. Pupil attainment and learning meetings, wellbeing meetings, professional discussions and parent/carer evenings are used to monitor and assess the progress being made by all children. The frequency of these meetings is dependent on individual progress.
14. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

Curriculum

All pupils at Holy Trinity have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment and use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed. Lessons are planned to address potential areas and adaptations made to remove potential barriers to pupil achievement. In many cases, it will mean that pupils with SEN will be able to study the full national curriculum with appropriate adaptations made. Code of Practice (DfE & DoH, 2015 6.12)

Teachers at Holy Trinity take into account all pupils' individual learning needs, preferred teaching styles and potential barriers to learning. They make modifications to teaching approaches to support individuals or groups of pupils and thus enable them to participate effectively in curriculum activities. 'All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.' (SEND CoP 2015). The school aims to meet all pupils' SEN in the classroom. However, it may be appropriate to set up a group or individual programme for a set number of weeks with a Learning Assistant, a specialist teacher or with a specialist from an external agency. Such support will be under direction of the class teacher. The focus of support is on the outcomes agreed in consultation with the pupil and their family.

At Holy Trinity, we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable children to reach their challenging targets but without developing a learned dependence on an adult.

Interventions

Our school has a range of interventions available, which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Children at SEN Support are deliberately challenged in the attempt to close the attainment gap. Interventions are often crucial in closing these gaps, the class teachers and the Head Teacher and SENDCo monitor them closely.

Interventions are planned in sessions lasting no longer than half a term. The child's progress is assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow for a period of consolidation in class.

Adaptations to the curriculum teaching and learning environment

Our school environment is disability friendly. Adaptations to the physical environment are made, as appropriate, to accommodate children with physical and sensory disabilities.

All of our classrooms are inclusion friendly. We aim to teach in a way that will support all our pupils. This is good practice to support all children but is vital to those who need it. We will endeavour to help all of our children to access the Early Years Foundation Stage Outcomes and the National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class adaptations, curriculum content and ideas may be adapted and made accessible by using a range of visual, tactile and concrete resources.

Provision for Pupils with SEND

Our SEND support takes the form of a four part cycle known as the graduated approach – Assess, Plan, Do, Review.

Assess – A clear analysis of the pupil's needs is identified

Plan – Adaptations, support and provision is planned in order for children to meet their individual outcomes

Do – The adaptations, support and provision is implemented by the class teacher and learning support assistants. Strengths and areas of concern of the pupils will continue to be reviewed.

Review – Provision and support will be regularly reviewed to ensure that they are having a positive impact on pupils' learning. This will be evaluated and adapted accordingly. Pupils and parents/carers will be involved throughout.

In addition to this approach we will continue to:

- Provide high quality teaching.
- Provide an ambitious curriculum to give all learners the knowledge and skills for the next phase of their education.
- Provide specialist and personalised learning where required.
- Focus on ensuring that children make progress towards their personal targets in order to achieve their outcomes.
- Ensure that all pupils with SEND are monitored regularly and adjustments made swiftly.
- Ensure that the provision for children with Special Education Needs and Disabilities is the responsibility of all members of staff.
- Have an inclusive admissions practice which provides equality of access and opportunity 9

Check that our physical environment is as far as possible suitable for children with disabilities

- Work closely with any other agencies
- Provide person centred approaches to all planning and provision
- Provide children that need to be absent from school for extended periods of time, e.g. travellers, those suffering long term illness etc. with learning materials so they may continue their learning
- Input all relevant information into our school provision map to outline the provision in place for all pupils

Individual Support Plans

Once a child had been identified as needing SEN Support the following paperwork is completed:

- Annually, a single one page profile is used to record the child's

strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent/carer and acts as a guide to their class teacher. This information may be updated during the year;

- Termly, at pupil progress meetings. This records specific adaptations for the child to achieve in a planned time frame, together with personalised provision such as mentoring and/or 1-1 or small groups.
- Termly, at the Individual Support Plan meeting with parents/carers and child, targets from the profile are discussed and next steps are agreed and recorded; the views of parents and carers are taken into consideration when setting the desired outcomes for the child;
- We provide an annual report on each child's progress;
- We endeavour to work closely with parents/ carers to avoid any conflicts. However, where there are disagreements that cannot be resolved by school staff parents/carers may receive support from Parent Partnership or the local Family Support Workers.

Working with parents/carers and children

Partnership with parents is imperative in promoting a culture of co-operation between parents, school, the Local Authority and other agencies. This is important in enabling children and young people with SEND to achieve their potential. The named governor with a special interest in special needs is always willing to speak with parents. At all stages of the special needs process, the school keeps parents fully involved and informed. We take into account the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We have regular meetings to share the progress of special needs children with their parents. We ask parental permission before the involvement of any outside agencies, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Our Educational Health and Care Plans focus on putting the views of young people and their families at the heart of the process so they can help to shape the support they receive. This ensures that the EHCP Review meeting with the local authority is clear and has the individual child and their family at the heart of the process. Holy Trinity recognises that there

may 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 that is accessible. When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Ways in which school and parents/carers work together include;

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as next steps and needs are discussed. 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.
- Reviewing targets including targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All targets will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Pupil Review Meetings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- 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.

To find out more about the provision offered by the Local Authority, please telephone 0300 123 4040 or email www.hertsdirect.org

Support involving specialist services

As part of the review process, the SENDCO 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 involve specialist services from outside the school. 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 always contribute to the planning, monitoring and reviewing of the child's progress. A child receiving this level of support will have an Individual Learning Plan. Monitoring will continue to take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support

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

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the class teacher or SENDCO, and referrals will be made as appropriate. Place to Be counsellors are at the school once a week to support pupils and adults with any emotional or SEMH needs that arise. This support is put in place following discussions with the child, class teachers and parents. Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed, this is done through the concerns form to detail what provision has been put in place as part of quality first teaching. There are many voluntary organisations supporting SEN. Parents/carers will be given details of these groups on request or as appropriate.

Moving to an Education, Health and Care Plan (EHCP)

When a child has a range of complex needs and requires specialist provision, parents and the school may consider requesting an Education, Health and Care Plan. The school, alongside the parents, will then collect a range of evidence to support this application. For further information on this process visit: <https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx>

For a child who is not making adequate progress, despite a period of support and in agreement with the parents/carers the school may request the local authority (LA) to make an Education, Health and Care needs assessment in order for the LA to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan. For an EHC needs assessment, the school is required to submit evidence to the LA and a judgment is made about whether or not the child's needs can continue to be met from the resources normally available to the school. If a child is considered to require an EHC plan, then provision is made for the specialist support that a child needs. Having a diagnosis (e.g. of ASD) does not mean that a child needs an EHCP. If the application for an EHCP is successful, a member of the Local Authority SEN assessment team will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as their barriers they face. Following the meeting, the LA will produce the EHCP, which will record the decisions made at the meeting.

Funding

Education Health Care Plans (EHCP) are banded and a set amount of funding is attached to each band (0-5). This long term funding is used by the school to meet the provision documented in the child's EHCP.

Local High Needs Funding, the SENCO is required to submit an application stating the needs of the individual and how they are exceptional. In the first instance this is shared at a local SENCO cluster meeting and if the needs are deemed exceptional across the area, the case is put forward to the next level. At this stage the case is put before representatives from

County and local schools and it is decided whether the needs are exceptional or not. It is only at this stage that any funding is allocated to a specific child. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request

Supporting children with medical needs

At Holy Trinity we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips, physical education and enrichment activities. Some children with medical conditions may be disabled and where this is the case our school will comply with the duties under the Equality Act 2010

Some children may also have special educational needs and may have a Statement or Education, Health and Care Plan, which brings together health, and social care needs, as well as their special education provision.

At Holy Trinity CE School, reasonable adjustments are made to include children with medical needs including the provision of auxiliary aids and services for disabled children to prevent them being put at a substantial disadvantage. Please refer to Holy Trinity CE School Policy on Supporting Children with Medical Conditions for further information.

Responsibilities

Hertfordshire's Local Offer

The purpose of the local offer is to enable parents, carers and young people to see more clearly the services, which are available in their area and how to access them. It includes provision from birth to twenty-five, across education, health and social care. Hertfordshire's Local Offer is available from www.hertdirect.org.

School Offer

To find out more about the provision Holy Trinity CE School offers, please refer to our School Offer (This can also be found on our website.)

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following

the requirements in the Code of Practice. The Governor with particular responsibility for SEND is Gracie Howard. He meets with the SENDCo at least termly to discuss actions taken by the school.

Head Teacher/SENDCo- Arrangements for the coordination of SEND provision.

The SENDCo and Head Teacher maintain overall responsibility for children with SEND. The SENDCo has an important role to play in determining the strategic development of SEN policy and provision in the school. The Head Teacher and SENDCo provide professional guidance to colleagues who will work closely with all staff, parents and carers, children and outside agencies/providers.

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school whilst complying with the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with relevant staff where a Pupil Premium or Looked After Child may have SEND;
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaising with parents and carers;
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services such as Advisory Teachers;
- liaising with potential 'next step' providers of education to ensure that the parents and carers and children are informed of their options for a smooth secondary transition.

Class Teacher

Teachers are responsible and accountable for the progress and development of children in their class, even where children access support from teaching assistants or specialist staff.

Where a child is not making expected progress, teachers should collaborate with the SENDCo and parents/carers on problem solving, planning support and teaching strategies.

The task of identifying and providing support for each child's need is central to the teacher's role. S/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENDCo;
- consult with the parents/carers and the child at all stages;
- draw up and implement an Individual Support Plan (ISP) in consultation with the SENDCo, giving due regard to the opinions and insights of the parents/carers;
- use a range of strategies to provide extra support including differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of technology and the targeted use of extra adults;
- ensure the ISP targets receive sufficient teaching time and resources for the child to be able to achieve them;
- follow up recommendations suggested by the Speech and Language Therapist, Educational Psychologist or other agencies;
- make the child aware of their own targets and help them to take some responsibility for achieving them;
- review the progress of children, set new targets on the ISP in consultation with the parents/carers children.

Non-teaching staff and teaching assistants

All staff members who come into contact with a child with SEND are informed of the child's needs if they are expected to support the child as part of their role. Lunchtime supervisors who assist in supporting children are required to mention their observations to a class teacher or Head Teacher.

Teaching assistants work alongside the class teachers to support individuals and groups of children. As part of their work, some teaching

assistants may be required to deliver specific programmes for which they receive training.

Parents/carers

Partnerships with parents and carers play a key role in enabling children with SEND to achieve their potential. In order for parents and carers to be active partners, it is essential that they fulfil the following responsibilities:

- ensure that children attend school regularly, on time and ready to learn;
- ensure that children are dressed in school uniform and have the correct equipment;
- attend the appropriate meetings with class teachers and/or the Head Teacher;
- behave responsibly to themselves and others by showing consideration, courtesy, respect and tolerance for others.

Access to enrichment activities

All of our children have equal access to enrichment activities, which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Admission arrangements

Please refer to our Admissions Policy and the information contained in our school prospectus.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

Our school admissions arrangements can be found online at: www.holytrinity.herts.sch.uk or by phone at calling 01992 622180

Transition Arrangements

At Holy Trinity CE School, we understand how difficult it is for some children as they move into a new class or a new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes-including day-care/nursery- as smooth as possible. This may include:

- additional meetings for the parents/carers;
- additional visits to the classroom in order to identify the layout and location of facilities e.g. cloak room, toilets
- opportunities to take photographs of key people and places in order to make a 'transition' booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for year 6 children are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENDCo is invited to review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel etc.

The School's Arrangements for SEN In-Service Training

- The SENCO attends regular courses to update and revise developments in Special Needs SEND policy July 2020 Education, including the HERTS SEND briefings and courses led by DSPL4.
- Meeting additional needs is targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs are provided through staff meetings by the SENCO or chosen external agencies.
- All staff have access to professional development opportunities
- support staff are encouraged to extend their own professional development and the management team will ensure training where this is appropriate.

- The National College courses are used to develop knowledge and practice

The Governing Body

The Governing Body works with the Head Teacher to determine appropriate staffing and funding arrangements for Special Educational Needs and disabilities. The appointed SEND governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.

Collaboration with other Agencies and professionals

Holy Trinity receives external support from a range of agencies such as:

- School Nurse/Health Visitor
- Parent support workers
- Educational Psychologist
- Middleton Outreach
- Specialist Advisory Service
- Speech and Language Therapist
- STEP2/CAMHS
- Pediatricians
- Mental Health School Work

Evaluating the success of the School's SEN and Inclusion Policy

We report progress against these targets to the governing body. The School Prospectus includes the details of SEN provision, along with the information required by the Disability Discrimination Act. Each Term the SENCO will provide information to the SEN Governor as to the numbers of pupils receiving special educational provision and/or EHC plans as well as any pupils for whom an EHC needs assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The SENCO will meet with the SEN governor to discuss current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually. Individual targets for children with additional needs will be

reviewed through ILP targets. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

We hope that by involving parents and carers in the SEN process that any issues can be resolved in school. However, 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. If the issue cannot 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. Any issues that remain unresolved at this stage will be managed according to the school's complaint policy. This is available, on request, from the school office.

Contacts

Special Educational Needs Coordinator Amy Plant Telephone: 01992 662180
or senco@holytrinity.herts.sch.uk

Governor with responsibility for SEND Gracie Howard