



**Trent Young's CE Primary School**

# **SEN and Disability Policy**

**Policy Date: September 2022**

**Reviewed: September 2025**

**Review Date: September 2026**

## **COMPLIANCE**

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

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Headteacher, Miss Ros Baker, has overall responsibility for Special Educational Needs and Disability in Trent Young's CE School (named as 'Headteacher' through this policy).

The designated person responsible for coordinating SEND provision for children/young people is also Miss Ros Baker.

The person co-ordinating the day-to-day SEND provision for children/young people at Trent Young's CE School is Miss Ros Baker.

The Governor with oversight of the arrangements for SEN and disability is Mrs Claire Smith.

At Trent Young's CE School we strive to support all children to enable them to achieve at school. High expectations are set throughout the school and we aim to offer excellence and choice to all our children, whatever their ability or needs. Quality teaching is vital as this enables us to help remove the barriers to learning and participation. However, all our children are different and for some children there are occasions when further additional support may be needed to help them achieve their targets.

This policy was developed in conjunction with: parents, governors and members of staff.

## **AIMS AND OBJECTIVES**

Trent Young's CE School has high aspirations for all children identified as having SEND in our school.

We recognise and respect the fact that children:

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

## **AIMS**

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some children there are occasions when further additional support may be needed to help them achieve their targets.

For all our children, we strive

- to create an atmosphere of encouragement, acceptance, respect and sensitivity, in which all children can thrive;
- to identify at an early age, individuals who need extra help and support;
- to develop individuals' self-esteem;
- to ensure the safeguarding of all children / young people and enable them to learn and grow independently in a safe environment;
- to provide access to and progression within the curriculum;
- to work in partnership with parents to support children's learning and health needs;
- to provide quality training for staff that suggests strategies that can help them to support children with special educational needs and disability;
- to enable our children to feel that they are a valued part of our school community.

## OBJECTIVES

- To identify those with special educational needs as early as possible.
- Monitor the progress of all children / young people to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children/ young people without special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- Value and celebrate difference and diversity
- To provide support and advice to all staff who work with children with special educational needs.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- To create an environment where children / young people feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.

## ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Trent Young's CE School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The SENDCo will hold details of all SEND records, Individual Education Plans and progression targets for individual children / young people.

All staff have access to the following information:

- Trent Young's CE School SEND Policy.
- A copy of the full SEND Register.
- Guidance on SEND Code of Practice 0 to 25 (January 2015)
- Information on individual children / young peoples' special educational needs, including copies of their Individual Education and Health Plans (IEPs).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

- Information on current legislation and SEND provision available in the staffroom.

## **ADMISSION ARRANGEMENTS**

Trent Young's CE School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Trent Young's CE School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Trent Young's CE School liaises with the local authority or diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (lighting, wheelchair access, acoustic tiling in certain rooms)
- Assistive technology
- Increased access to the curriculum and assistance during examinations (where applicable)

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*January 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Trent Young's CE School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

- Listening where concerns are raised by parents / carers, teachers or the child.
  - Monitoring progress of all individual children.
  - Recording any changes in the pupil's behaviour or progress.
- Staff share information about the additional needs of individual children at transition meetings before they enter Reception or change year groups. If a child is coming from another school then the information transferred to us is considered and, where necessary, arrangements are made to speak to the previous class teacher or SENDCo.
  - Information is also shared between the SENDCo, Class Teacher and outside professionals, such as speech and language therapists and Educational Psychologists.
  - Any Special Educational Needs (SEN) may also be identified during termly meetings between teachers, the Headteachers and the SENDCo to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings.

Learning needs are managed either by using additional support or by having an Education, Health and Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, scaffolded for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this, in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made.

The SENDCo, in consultation with the Deputy Headteacher, will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING CHILDREN WITH SEND IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, Trent Young's CE School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*January 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with

parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- ILPs are maintained as a record of what interventions and strategies are being used to assist children with SEND. These records are monitored, reviewed and adjusted on a termly basis, by the SENDCo and class teacher, and are driven by seeking to achieve specific and targeted outcomes. The desired outcomes, and means of achieving them, are decided in consultation with the SENDCo, class teacher, and parents or carers. The views of the child are also sought, considered and included within the decision-making process.
- Quality teaching is delivered to all children and most support can be offered within class, through excellent teaching and scaffolded activities which take into account individual learners' needs. Class teachers are responsible for evidencing progress and raising concerns. Should concerns be raised, the SENDCo will then review the current strategies in place and assess whether any additional agencies need to be involved or if any additional interventions need to be considered.
- The SENDCo will then update the ILP with the class teacher, if necessary.

If a child / young person has severe, complex and long-term special educational needs they may be put forward for Educational Healthcare Plan (EHCP). This is normally requested by the school, in consultation with parents. The decision to request an EHCP will follow a period of sustained school intervention and support at SEN Support. This will include programmes of joint working with relevant external professionals and Educational Psychologists.

The request will be discussed at the Local Authority SEN Panel who consider whether the school has taken every step possible to support of the child at SEN Support. Feedback from the SEN Panel will indicate whether the request will proceed to an EHCP or not.

If an EHCP is agreed the Local Authority will request information from a variety of sources which may include:

- child / young person;
- parents / carers;
- school;
- Educational Psychologists;
- Community Paediatrician;
- Children's and Families Services (if known to the service);
- anyone else whose advice the Local Authority considers appropriate;
- anyone else whose advice the parents / carers considers appropriate.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children throughout the year. Regular meetings are held between the class teacher and parents of children with SEND; the SENDCo can be requested to join a meeting when appropriate or an additional meeting can be made at any point. The school strives to narrow the achievement gap between children who have special educational needs and those who do not.

There is an annual evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCo and Headteachers and information is gathered from sources such as pupil discussions, work sampling and school data. The progress and attainment of pupils on the SEN register is reviewed on a termly basis.

The results of all evaluations are used to find more effective ways of supporting children / young people who have special educational needs.

### **Working in partnership with parents / carers**

Trent Young's CE School embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. If parents / carers have concerns about staff supporting their child with special educational needs they should talk in the first instance to the SENDCo or to the Chair of Governors, if the concern regards the SENDCo.

Parents / carers are kept up to date with their child's progress through parents' evenings, provision reviews, and end of year written reports. If required, more regular communication can be arranged with parents / carers. The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents / carers. The Parent Partnership Service can also advise on how to obtain mediation services.

If at any time, an assessment or referral indicates that a child has additional learning needs, they and their parents / carers will always be consulted with regards to future provision. Parents / carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Link Governor may be contacted at any time in relation to SEN matters.

### **COMING OFF THE SEND REGISTER**

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

### **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Trent Young's CE School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Trent Young's CE School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Trent Young's CE School policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Trent Young's CE School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Prior to any class changes, all relevant teachers will have the opportunity to share information related to children's abilities, needs and learning styles. All relevant SEND information will be passed on and discussed at this stage. Children have the opportunity to experience a 'step-up afternoon' with their new teachers which will enable the final transition to run smoothly.

The SENDCo and Year 6 teacher from Trent Young's CE School will meet with the SENDCo from The Gryphon to exchange SEND information prior to children leaving Year 6. All relevant paperwork including support plans, SEND reports and referral information will be passed on. For children who attend other Secondary schools, arrangements will be made to transfer information.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENDCo will provide information on specific needs for new staff.

Schools need to indicate where the SENDCo will network for personal training. Trent Young's have an excellent relationship with other schools within the trust and regular SENDCo meetings and conferences are attended.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEN INFORMATION**

Trent Young's CE School presents its SEN information in three ways:

- i. by information placed on the school [website](#);
- ii. by following the link from the school website to the [local authority's Local Offer website](#);
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

Alternatively, families without internet access may request paper copies of the school's and local authority's SEND information on their websites.

## **ACCESSIBILITY**

Trent Young's CE School publishes its Accessibility Plan on the school [website](#). Further information about our school's accessibility can be found on the local authority's [Local Offer](#) website.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

Trent Young's CE School publishes its Complaints Policy on the school [website](#).

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually in consultation with the relevant stakeholders. Views from staff meetings, parent consultation meetings and parent forums will also be taken into account when alterations are made to this policy.