Statutory Policy

Special Educational Needs Policy

Trinity School Belvedere

TRINITAS ACADEMY TRUST

This policy supports the Trinitas Principles as outlined below;

We will share responsibility for all of the children in all of the schools.

We will recruit high quality staff because the quality of Trinitas Academy Trust is determined by the quality of those who work within it.

We will value our staff by respecting their professional competence, through robust monitoring, challenge, and support and by rewarding them for their contribution to Trinitas Academy Trust.

We will ensure outstanding achievement for children and staff by being strategic, aspirational and not afraid to innovate.

We will teach our children through a curriculum that engages and motivates them, celebrates success, meets their individual needs and prepares them for the future.

We will provide the best possible learning environment, which is inspiring for both pupils and staff.

We will ensure that the systems within the Trust and the organisation of the Trust are coherent, robust and offer best value for money.

We will be wholly committed to promoting the Anglican Ethos of the Trust by being distinctive yet inclusive.

We will hold true to our values and aspirations, without compromise.

Date Agreed by Trustees: June 2019

Review Date: May 2020

This policy has been formulated following the Special Needs Code of Practice September 2014

Purpose

This document contains guidance for parents, pupils and school staff on how children with Special Educational Needs and Disability are provided with support which will enable them to achieve success by receiving education through a balanced curriculum. It recognises that pupils should always receive Quality First Teaching of the highest standard which is differentiated and personalised to an individual pupil's needs

Objectives

- To provide high quality teaching and develop suitable programmes of work for all pupils regardless of their special needs and/or their disabilities
- To make the curriculum accessible through personalised learning and differentiation using a range of teaching styles and methods
- To encourage a greater focus on support which enables pupils with SEN and or disabilities to achieve highly
- To work with parents, children and young people and encourage participation in decision making
- To work with outside agencies to support and provide children and young people with opportunities which enable them to make a successful transition to adulthood
- To collate and maintain records for monitoring and evaluating the progress of pupils with SEN and or disabilities

Who is responsible for Special Educational Needs and Disability?

- The Governor with special interest in SEN and Disability is Mrs Lynn Wainwright
- The Special Educational Needs Co-ordinator is Mrs Ade Ikumelo
- Teachers
- Teaching Assistants

Access to the Curriculum

All pupils experience a broad and balanced curriculum delivered through Quality First Teaching in a classroom setting. A wide range of strategies and approaches are employed with differentiated learning and personalised learning programmes for the individual. Class/subject teachers are responsible for meeting the educational needs of pupils within their class. Quality First Teaching focuses on enabling pupils to achieve their expected targets and additionally aim to exceed them.

Arrangements for co-ordinating provision for Special Educational Needs and Disability

- When a pupil does not achieve their expected progress despite a differentiated curriculum and personalised programme of learning devised by the class teacher, the SENCo will then co-ordinate and work with the class teacher to provide the additional support and strategies the pupil may need to achieve their expected targets. Pupils will be recorded by the school as having an additional need and identified as requiring alternative interventions which may include services from outside agencies.
- Pupils who continue to have made little/no progress, despite having additional needs which Quality First Teaching has not been able to address through a differentiated curriculum and personalised learning plan may be referred for Statutory Assessment with a view to achieving an Educational Health and Care Plan which will offer additional support for the pupil.
- Teaching Assistants may be deployed to support pupils with Special Educational Needs and or disabilities within the classroom setting, however, pupils may receive interventions through small group work and one to one teaching/therapy in an additional space.

Identification

Pupils with SEN and or disabilities are identified and determined in a variety of ways:

- Records from previous educational settings
- Assessments by the school
- Screening tests
- Assessments by external agencies
- Information provided by parents
- Outcome of formal assessments and reviews at the EHC stage

Evaluating Success

- The successful delivery of a broad and balanced curriculum enables teachers to regularly assess the progress of a pupil and reflect on the data in order to meet the pupil's individual needs.
- Progress is evidenced by the pupil achieving targets set by the teacher
- Progress towards SMART targets devised at the annual review meeting can be revisited and reviewed termly
- Progress is evidenced by the results of standardised tests
- Progress is evidenced by regular teacher assessment.
- Progress is evidenced by pupil self-assessment

- Progress is measured through National Curriculum levels and public examination outcomes
- The school will keep accurate records detailing the provision made for the pupils with Special Educational Needs. These records will evidence the support that is in place and detail the impact of the support on the pupil's progress
- Progress is evidenced by regular feedback from Teaching Assistants

Integration

All pupils with Special Educational Needs and or disabilities are encouraged to participate in all school activities unless there are safety issues for the pupil, his/her peers and responsible adults.

Resources

- When a pupil is considered to have needs different to and in addition to those of his/her peers of the same age his/her needs will be met by the teacher deploying Quality First Teaching strategies. This will be in the form of differentiated tasks and a personalised learning programme
- Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils fall behind or make inadequate progress given their age and starting point they should be given extra support
- Interventions may also include appropriate small group work with either a teacher or teaching assistant where a pupil may work within the classroom setting or be withdrawn from class
- Additional outside agency interventions may be appropriate, for example, Speech, Language and Communication therapy
- Funding for pupils with Special Educational Needs is delegated to the school on set formulae and the number of pupils with higher levels of need
- Governors are conversant with the running of the Special Educational Needs Department and have regular contact with Staff at the school
- Governors are mindful of the need to secure value for money in this crucial aspect of the school's work

Partnerships with Parents & Pupils

- The school recognises the importance of providing parents and pupils with information which will enable them to make decisions in conjunction with educational professionals to provide the best support
- The school recognises the need to support parents and their children in order to facilitate their development and help them to achieve the best possible educational outcomes, preparing them effectively the future

Admissions Procedure

- The School's services are reflected in the SEN/D Information report which is available on the website
- The School has an admissions procedure which is focused on retaining the School's Christian ethos: it can be viewed on the School's website

Education, Health Care Plans

- The School will work with the local authority who must prepare an Education, Health and Care plan when it considers that it may be necessary for special educational provision to be made for a pupil

Working with Parents, Pupils and Outside Agencies

- Parents of children who have an Education, Health and Care Plan have a right to ask for the school to be named in the Plan, however, the school will be asked whether they can meet the child's educational needs
- Parents of children with an Education, Health and Care plan will be able to apply to the Local Authority for a personal budget for their support
- The school will work together with health and social care services to provide the best possible support for the pupil with Special Educational Needs and Disability
- The school recognises the importance of parents' and pupils' views and their involvement is actively encouraged in decision making and in accordance with the Special Educational Needs Code of Conduct

Parental Concerns

- If a parent has a concern regarding the progress made by their child they should make an appointment to meet with the class teacher to discuss the interventions in place
- Should the issue remain unresolved then a meeting with the Special Educational Needs Co-ordinator should be arranged in order to discuss the issue further
- Should the parent feel that the difficulty has not been resolved to his/her satisfaction they should address their concerns to the Head of School.
- Parental concerns which are not deemed to have been addressed by these means may then be referred to the Chair of Governors (Canon Herbert) who will arrange for the matter to be further investigated and then he/she will decide on the action to be taken

SEN In-Service Training for Staff

- Whole school training will be identified through the School Improvement Plan and delivered by INSET provision
- The SENCo will select and advise staff on training courses appropriate to the needs of pupils with SEN and or disability
- Training within the SEN department or for the whole school may be led by the SENCO or other members of Staff or outside agencies

Summary

The school strives to provide the best possible learning outcomes for pupils with Special Educational Needs or Disability through Quality First Teaching. Learning is differentiated and personalised for individual pupils depending on their need. Trinity recognises that each pupil's abilities should be celebrated and valued and met with determination to support the child to achieve success

This policy details how pupils are supported through a process of identification, assessment through evidence- based practice, action and impact and regular reviews of attainment and progress

This policy recognises the importance of communication from parents and pupils and the need to work closely with external education, health and care agencies in order to provide the best possible outcomes for pupils with SEN and Disability.

Reviewed January 2020 by Mrs A Ikumelo, SENCo