

SEND and Inclusion Policy



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Acting Headteacher- Pauline Thomas
Link Governor/Chair of Committee	Chris Tongeman
Committee	Governing Body
Date Reviewed (incl. signature of Link Governor/Chair)	September 2025
Date Ratified	September 2025
Next review date	September 2026

SEND and Inclusion Policy

Excellence in how we worship, learn and work together

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, love, empathy and kindness in all that we do.

Mission Statement

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for each child at Our Primary School.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Our Primary School, we serve our community with compassion, empathy and kindness in all that we do.

Our Primary School is an inclusive school that values every individual and strives to develop a happy, secure and positive environment in which all pupils can flourish as confident, independent learners. We believe that **“every teacher is a teacher of every child or young person, including those with SEND.”**

1. Aims

This policy aims to ensure that:

- All pupils with Special Educational Needs and/or Disabilities (SEND) have their needs identified early to support academic progress and promote positive physical and mental health and wellbeing.
 - Every child is protected from harm and neglect, in line with safeguarding legislation, and is enabled to learn and grow independently.
 - All children can access a broad, balanced and appropriately differentiated curriculum.
 - Pupils with SEND are able to fully access the curriculum through reasonable adjustments, targeted support and additional resources where appropriate.
 - Barriers to learning are identified and removed wherever possible.
 - Strong partnerships with parents and carers are developed and maintained.
 - Early identification and intervention for pupils requiring SEND provision is prioritised.
 - Parents of pupils with SEND are kept fully informed of their child’s progress, attainment and provision.
 - To ensure that parents/carers of pupil with SEND are kept fully informed of their child’s progress and attainment.
 - All pupils have access to a broad and balanced curriculum
 - All pupils can access extra-curricular activities and enrichment opportunities.
 - Pupils are supported to make successful transitions between phases of education.
 - Pupils with SEND are supported to overcome difficulties and achieve their full potential.
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2. Legislation and Statutory Guidance

This policy is informed by and complies with the following legislation and guidance:

- Children and Families Act 2014
 - Special Educational Needs and Disability Code of Practice: 0–25 years (2015, updated guidance)
 - Equality Act 2010 (**including the duty to make reasonable adjustments and eliminate discrimination**)
 - Education Act 1996
 - Education Act 2002
 - The SEND Regulations 2014
 - Keeping Children Safe in Education (**most recent version**)
 - Working Together to Safeguard Children
 - The Mental Health and Behaviour in Schools Guidance
 - The Public Sector Equality Duty
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Definition of SEND

The **SEND Code of Practice (2015)** defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is defined as educational provision that is **additional to or different from** the provision made normally available to pupils of the same age in schools.

3. Duties of the Governing Body

The Governing Body of Holy Trinity CE Primary School will:

- Ensure compliance with statutory duties relating to SEND and inclusion.
 - Agree and regularly review the school's SEND policy and provision.
 - Ensure appropriate staffing, funding and resources are in place.
 - Ensure SEND is embedded within the School Development Plan.
 - Appoint a Governor with responsibility for SEND.
 - Monitor the effectiveness and impact of SEND provision.
 - Ensure safeguarding and equality duties are upheld.
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4. Partnership with Parents and Carers

At Holy Trinity CE Primary School, we recognise parents as key partners. We will:

- Inform parents when their child is identified as having SEND.
 - Seek parental consent before referrals to external agencies.
 - Involve parents in discussions regarding assessments and statutory processes.
 - Value parental knowledge and insight.
 - Communicate clearly and regularly.
 - Provide information in accessible formats.
 - Respect differing perspectives and work collaboratively.
 - Be flexible in meeting arrangements.
 - Focus on the child's strengths as well as areas of additional need.
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Parents are supported to:

- Play an active role in their child's learning.
- Understand their child's SEND entitlement.
- Express views and contribute to decision-making.
- Recognise and fulfil their responsibility as parents

5. Pupil Participation

The perceptions of children can be invaluable to professionals and parents in reaching decisions. At Our Primary School CofE Primary School, we endeavour to facilitate children towards expressing their views in matters affecting them.

We actively seek to:

- Involve children with SEND in the development, discussion and review arrangements of their Support Plans at a level appropriate to them. This will include setting targets.
- Seek children's views as part of the statutory annual review process where possible.
- Encourage children to have a share in the recording process and in the monitoring and evaluation of their performance.
- Be sensitive to the level of understanding and feelings of the child and provide information in a non- stigmatising way.
- Ensure that the Support Plan process congratulates the child's achievements as well as clarifying and addressing difficulties.
- Help the child to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goals.
- Explain clearly the additional support or assessment arrangements are being made and how the child can contribute to them.
- Consult children who need individual support (equipment or learning support) to ensure support.
- Be aware of the wider range of participation and advisory services for children and their families being developed in partnership with medical and social services department.

6. Identification of SEND

Our Primary School CofE Primary School operates a 'whole pupil, whole school' approach to the management and provision of support for SEND. The identification of children with SEND starts at the entry level of attainment at Our Primary School. We monitor the progress and development of all children. All children have access to high quality first teaching and differentiated work in the classroom.

As part of our aim to identify children who may have SEND, we will measure children's progress by referring to:

- Concerns raised by the Class Teacher- staff assessment using observation, pupil progress information, attainments, behaviour.
- A pupil performing significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching.
- Concerns raised by parent(s)/carer(s).
- Liaison with outside agencies e.g. Children's Healthcare Centre.
- Assessments by specialists.

7. Categories of Need

SEND is broadly categorised into four areas:

- **Communication and Interaction:** Includes children with speech, language, and communication needs (SLCN) who have difficulty understanding or using language. This category also covers those on the **autism spectrum** who may face challenges with social rules of communication.
- **Cognition and Learning:** Refers to children who learn at a slower pace than their peers even with differentiation. This includes:
 - Specific Learning Difficulties (SpLD): Such as dyslexia, dyscalculia, and dyspraxia.
 - General Learning Difficulties: Ranging from moderate (MLD) and severe (SLD) to profound and multiple learning difficulties (PMLD).
- **Social, Emotional and Mental Health (SEMH):** Covers children who may be withdrawn or isolated, as well as those displaying challenging or disruptive behaviors. These behaviors often reflect underlying mental health issues like anxiety, depression, or disorders such as **ADHD** or attachment disorder.
- **Sensory and/or Physical Needs:** Includes children with disabilities that hinder them from using standard educational facilities. This covers:
 - Visual Impairment (VI).
 - Hearing Impairment (HI).
 - Multi-Sensory Impairment (MSI).
 - Physical Disability (PD).

8. The Graduated Approach (Assess – Plan – Do – Review)

In line with the SEND Code of Practice, the school adopts a graduated response.

In the SEND Code of Practice 6:15 it states that a child has SEN where, “...their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

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. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. Formal lesson observations, regular learning walks and book looks help us to monitor this and where necessary, provide feedback and strategies to improve teachers’ knowledge and understanding of SEN.

Our SEN support takes the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes, this is known as the Graduated Approach which involves: **assessment, plan do and review**. At Holy Trinity CE Primary School, we adopt this model of action and intervention which is laid out within the 'Special Educational Needs and Disability: Code of Practice 0-25 years' (**January 2015, DFE-0020**) and is designed to help children towards independent learning.

Assessment

We use assessments to give a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development and to clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are also taken into consideration.

Plan

When the specific areas of need and gaps in learning have been identified, additional or different provision targeted at these areas are planned for. Parents/carers will be notified if their child's needs the SEN support. Support plans are drawn up. The Support Plan will contain the following information:

- Pupil's views, strengths/weaknesses
- Pupil's needs
- Long-term outcomes
- Short-term outcomes
- Details of targeted provision.
- Outcomes review

Support plans are discussed with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are. A date to check progress and evaluate support in school is set.

Do

Class Teachers provide high quality teaching appropriately differentiated for individual pupils. SEND support staff will give advice for differentiation in the class.

Targeted provision includes

- Support with differentiated work in the classroom
- Small group work focusing on targeted areas of need
- Specific individual support from the school or external experts
- Support is delivered by trained and skilled staff

Specific intervention/support programmes will be timetabled and implemented with highly skilled staff. These programmes are will be monitored.

Staff working with a pupil with SEND will be made aware of any teaching strategies or approaches that are required.

The Class Teacher is responsible for all pupils on a daily basis. The Class Teacher works closely with support staff and assesses the impact of the support in the classroom

A support folder with support plans and relevant information will be kept in each class to record support comments on how the children cope with support work. These comments will be used to keep track of progress being made.

Review

Children's progress is continually monitored by the Class Teacher. Class Teachers and Teaching Assistants work together closely and liaise regularly to discuss how children are progressing within

class and/or when working in a small group.

All Class Teachers have termly Pupil Progress meetings with the Leadership Team.

Support Plans are working documents and are reviewed at least twice yearly. The pupil's progress is evaluated and intervention strategies are adjusted where necessary. Outcomes of targeted provision are discussed with parents/carers at the planned review meeting, or sooner if required.

For pupils with an Education, Health and Care Plan (EHCP), progress is formally reviewed at least annually as part of the statutory Annual Review process, in line with the SEND Code of Practice.

The review gives information for the next step with supporting the child.

If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

9. External agencies include

- Autism Advisory Service
- Lambeth Early Help Team
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Psychologist (EP)
- Educational Welfare officer
- Hearing Impairment Team
- Health an Emotional Well-being Service
- Multi-Agency Safeguarding Hub (MASH)
- Occupational Therapy Service (OT)
- Paediatric Services
- Physical Disability Team
- Physiotherapy Service
- Speech & Language Therapy Service (SLT) National health
- Talk with Us - Speech and Language Therapy Service (Our Primary School employs an SALT -1 day per week)
- School Nurse / Doctors/ Hospitals
- Social Services
- Visual Impairment Team

9. Arrangements for co-ordinating SEND provision

The SENDCO holds details of the following records:

- for children receiving SEND Support
- for children with Provision Plans
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils

All staff can access:

- The School SEND Policy
- The SEND Register
- Guidance on identification in the Code of Practice (updated May 2015) (SEND Support, Education, Health and Care Plans)
- Information on individual pupils' special educational needs including Individual Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the School Target Tracker and SIMS on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Access to strategy and intervention resources

Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Information for parents can be found in the SEND section on the school website.

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12. Training and Professional Development

- The SENDCO attends SENDCO network meetings which inform, update and revise regarding developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's Development Plan, which includes the SEND Action Plan. In-Service training and individual professional development is organised to meet the targets set.
- In-house additional needs and Inclusion training for teachers and TAs is provided through staff meetings by the SENDCO and where appropriate external agencies ie SALT,
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified.
- Support staff are encouraged to extend their own professional development and the school supports and provides training where this is appropriate, as discussed at Performance Management reviews.

13. Admission arrangements and Transitions

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

All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made using the telephone/online facilities to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions, and preparations are made

prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

The school SEND policy meets the requirements of the 'Special Educational Needs Code of Practice: 0-25 years, 2015

Responsible Persons for SEN and Disability	
Pauline Thomas	Charlene Clotworthy
Headteacher	SENDCO

14. Monitoring Arrangements

This policy will be reviewed yearly the Headteacher. At every review, it will be approved by the full governing board.

15. Links to Other Policies

This policy links to our policies on:

- Behaviour for Learning Policy
- Curriculum Policy
- Intimate Care Policy
- Race and Equality Policy
- Safeguarding and Child Protection Policy

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2025'
Policy Adopted by Governors in: September 2025

Policy Due for Review: September 2026