

SEND POLICY

HOLY TRINITY & ST JOHN'S C E P SCHOOL

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**Reviewed and ratified
Full Governors Meeting: February 2025**



Our school vision:

Be welcoming We welcome you into our nurturing school family where everyone is treated as an individual through our loving and respectful environment.	Lead by example We follow Jesus' example by encouraging everyone to be brave, to have a voice, to believe in themselves, to serve each other and our community.	Be supportive We walk alongside you, to empower you to thrive, fulfill your potential and make a positive difference in the world.	Give opportunities We will give you the skills and knowledge to support you by making memories and broadening your horizons; learning today for life tomorrow.
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Trust | Friendship | Hope | Compassion | Respect | Forgiveness

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

AIMS

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Holy Trinity and St John's CEP (HTSJ) is an inclusive school and we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND) have their needs met and achieve the best outcomes. HTSJ values the abilities and achievements of all its pupils. It is committed to providing for each pupil the best possible environment for learning in which they can reach their full potential academically, personally and socially no matter what special need is experienced.

This policy is written in line with the requirements of: -

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Relational Approach to Behaviour Policy, Accessibility Plan, Child Protection Policy, Anti-Bullying Policy, Attendance Policy, Assessment Policy and Teaching and Learning Policies.

This policy will be reviewed annually in collaboration with parents/carers, SLT and Governors.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age; or
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. *SEN Code of Practice (2015, p 15)*

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

The kinds of special educational need for which provision is made at the school

At HTSJ we can make provision for every kind of frequently occurring special educational need without an Education, Health Care Plan (EHCP), for instance dyslexia, developmental co-ordination disorder (dyspraxia), speech and language needs, autism, ADHD, learning difficulties and social, emotional, mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with an EHCP, both Mainstream and within our SRP facility, are made by the Local Authority.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Identification and assessment of pupils with SEND

At HTSJ we monitor the progress of all pupils six times a year to review their academic progress. Pupils new to the school will complete baseline assessments and information is shared from previous settings (if appropriate). We also use a range of assessments with all the pupils at various points. Our assessments are completed in the first instance by the class teacher and more in-depth assessments by the SENCO or trained teaching assistants. The class assessments include: Y1 phonics screening, Year 1 – 6 Reading and Spelling Age, Maths, Writing, Benchmarking, the Leuven Scale and Thrive assessment (for social and emotional development).

Progress will be considered across a range of skills other than attainment. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND needs.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up, which could involve targeted quality first teaching, maths (times tables, number bonds etc) and literacy boosters (SENTence structure, spelling, sequencing etc), specific phonic and handwriting programmes, additional adult support, ICT equipment or programs, EAL teaching, pastoral support, Thrive group or individual one-to-one sessions and Occupational Therapy (OT) interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of development. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At HTSJ we are experienced in using the following assessment tools: Speech Link and Language Link, Thrive profiling (Social and Emotional development, Boxall Profile (emotional development), Fizzy (OT), Renfrew (word finding) BPVS (understanding vocabulary), Sandwell Numeracy Assessment, LUCID CoPs, Ability, LASS and Rapid, and Language for Learning checklists. We have access to external advisors from the Educational Psychology Service, and Speech and Language and Specialist Teaching Service who are able to provide detailed assessments in their specialist areas.

The purpose of this more detailed assessment is to understand what additional resources and alternative approaches maybe required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision plan and reviewed regularly; being refined or revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil **which is additional and different to what is normally available.**

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and place their name on our SEND Register as receiving School Support. **If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs (which on occasions will include children who may have received a recent diagnosis)**, but they may be on our school profile of need so that we can continue to monitor their progress. When identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Reviewing Pupil Provision

Each review of the SEND provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision in place. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Assessing Pupils Progress

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at HTSJ are listed in section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas, considering their previous progress and attainment or behaviour.

If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted.

Teaching pupils with special educational needs and disabilities

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

In Holy Trinity and St John's CEP School the quality of teaching is judged to be good by Ofsted.

We follow the Mainstream Core Standards [www.kelsi.org.uk/pupil_support] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding.'

Adapting the curriculum and learning environment for pupils with special educational needs and disabilities

At HTSJ we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs and disabilities. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made the following improvements as part of the school's accessibility planning: The school is built on one level and has wide doors and ramps to accommodate wheelchairs. Door handles are the correct height for wheelchair users. There is a sound field system for hearing impairments and coloured tape is used in the appropriate areas for children who are visually impaired. A variety of staff are trained in speech and language, dyslexia and dyscalculia, Fizzy and Clever Hands, bereavement counselling, parenting skills, Autism and social, emotional, mental health needs, as well as

British Sign Language to deliver sign supported English. The school has four trained Thrive practitioners and an ongoing training plan in this area.

Additional support for learning that is available to pupils with special educational needs and disabilities

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and adapted teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our whole school provision map. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the school can apply for High Needs Funding for specific pupils, demonstrating that they have already had £6000 per year of additional support provided for them.

Engaging all pupils in activities of the school

All clubs, trips and activities offered to pupils at HTSJ are available to pupils with special educational needs and disabilities, either with or without an EHCP. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity which may include applying for High Needs Funding.

Improving the emotional and social development of pupils with special educational needs and disabilities

At HTSJ we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance RHE, SEAL, Growth Mindset, Lunchtime Club, Mediators and Buddies and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to our Family Liaison Officer, an outside counsellor, mentor time with Higher Level Teaching Assistants (HLTAs), member of SENior leadership team, Family Thrive Groups, Life Skills Groups, Autism clubs, Time to Talk, Visual cards, external referral to Child Adolescent Mental Health Services (CAMHS), access to the NHS Emotional Wellbeing practitioner (EWP), SENSory room and regulation space for pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. We have alternative provisions within the school where additional support can be available for a small number of our younger pupils, who need the support of learning and pastoral mentors. Our trained Thrive practitioners are able to support teaching staff to profile whole classes, small groups and individuals to identify both right-time social and emotional development, as well as those children who require reparative support.

The name and contact details of the SEN Co-ordinator, Head of School – Inclusion and SRP Lead Teacher

The SENCO at Holy Trinity and St John's CEP School is Donna McGuirk, the Head of School - Inclusion Leader is Sarah Roberts, and the SRP Lead Teacher is Sami Fuller.

Donna McGuirk is a qualified teacher with over 22 years of experience supporting children with their learning and development within educational settings. She is a qualified THRIVE practitioner (early identification of emotional development needs in children and young people) and has experience of teaching across all phases within a primary school setting, from pre-school to key stage 2. She has completed her Masters level NASENCO award and holds a Batchelor of Arts Degree with First Class Honours in Childhood Studies, in addition to post graduate certificates in Teaching and Learning. Mrs McGuirk can be contacted via the school office on a Monday, Wednesday and Friday and on a Tuesday and Thursday morning.

Sarah Roberts is our Head of School – Inclusion Lead. She has been involved in education for 20 years, with teaching experience across all phases of Education. She is currently an Inclusion Champion for the Local Authority, a role that ensures Inclusion is being driven forward within Kent schools. She has a Batchelor of Arts Degree with an Honours in Education, and has also completed her NASENCO award. She is also a trained Mental Health First Aider. Mrs Roberts is in school each day should you need to contact her.

Both Mrs McGuirk and Mrs Roberts can be contacted via email:

SENco@htsj.school

Sami Fuller is a qualified teacher with over 24 years' experience working with pupils with various additional needs from year R to year 11 within Special School and Mainstream settings. She has experience with Makaton, Attention Autism, Intensive Interactions and Video Enhanced Reflective Practice (VERP). She has completed her Master Level Post Graduate Certificate in Inclusion: (Autism Children) and holds a Bachelor of Science Degree in Environmental Science. Ms Fuller is at school each day should you need to contact her.

Expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

Little Wandle phonics programme

Autism Education Trust

Nessy

Attachment

PROACT SCIPr

Zones of Regulation

Trauma and Attachment

Language through colour

Thrive – The Whole School approach

The Six Principles of Nurture

Curriculum for All

In addition, some teachers and teaching assistants have received the following enhanced and specialist training:

BSL levels 1 and 2

Visual Impairment stages 1 and 2

Visual impairment awareness

Braille

Sound Progress

Communicate in Print/Inprint 3

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Laleham Gap School, St Anthony's, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teaching and Learning Service (STLS) etc. The cost of training is covered by the notional SEND funding.

Equipment and facilities to support children and young people with special educational needs

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding or High Needs Funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The arrangements for consulting and involving parents of children with special educational needs

All parents of pupils at HTSJ are invited to discuss the progress of their children three times a year and receive a written report twice a year. In addition, we are happy to arrange meetings outside these times by appointment. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need or disability. All such provision will be recorded, tracked and evaluated on a class provision map and shared with parents at parents' evenings.

If following this normal provision improvements in progress are not seen, we will discuss the use of internal or external assessments, or external advice which will help us to address these needs better. From this point onwards the pupil may be identified as having special educational needs or disabilities because special educational provision is being made. Parents will be actively encouraged to contribute to the assessment, planning and review process for their child.

In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made

The normal arrangements for the treatment of complaints at HTSJ are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO, Head of School - Inclusion, Senior Leaders or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision made by the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of the Local Inclusion Forum Team LIFT for access to Specialist Teaching and Learning Service (STLS)
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. local and countywide SENCO forums
- Links with independent Educational Psychologist

Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special

educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000,
Office: 0300 412 412 and
Email: iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent/contact-Information-Advice-and-Support-Kent>

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

At HTSJ we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We meet with staff from early year's settings and parents/carers to ensure our provision is appropriate. A series of stay and play sessions are timetabled for each pupil to enable them to feel secure with buildings and staff. Social Stories are used for the pupils who find transition difficult.

We also contribute information to a pupils' onward destination by providing information to the next setting. This is done by initial meetings with the SENCO and class teachers, where records are passed on confidentially and an overview of additional provision in place is shared. The SENCO from their new school will then meet with the children and if felt appropriate pupils have extra sessions at their new school. At transfer to secondary education, the SENCO will meet with representatives of the secondary schools where information and records on all children are transferred. Additional meetings and settling sessions will be arranged for any pupils who may find this move challenging for educational or social reasons.

Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

SEN Information report

It is a statutory requirement for schools to produce a SEN information report. Holy Trinity and St John's can be found on the school website or by clicking on the link below:

<https://www.holytrinitymargate.co.uk/inclusion-and-special-educational-needs-1/>