



Trinity Federation CofE Primary Academies

Special Educational Needs and Disability Policy

Policy Type:	Trust Core Policy
Approved By:	DNEAT Board of Trustees
Approval Date:	09/03/2015
Date Adopted by LGB:	28/11/2017
Review Date:	November 2020
Person Responsible:	Academies Executive Officer

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice.

Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Trinity Federation CofE Primary Academies believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.

- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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 or disability 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. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Inclusion Statement

Please refer to the DNEAT policy on Inclusion.

Aims and Objectives of the SEND Policy are

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.

- To promote pupils self esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching which includes the use of Wave 1 and Wave 2 interventions (see Appendix 2). Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four part graduated response, introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have ‘significantly greater difficulty in learning than the majority of others of the same age, or have 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’ may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at Trinity Federation CofE Primary Academies have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.

The progress and strategic decision which ensure pupil’s reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole academy tracking system
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.

- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Statements of SEN or Education Health and Care plans.
- Monitor the Academy's system of Individual Education Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The new Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupil's to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

Monitoring

The impact of this policy will be monitored through regular review and feedback form parents, children and staff.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed every three years or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

SEND Information Report for Trinity Federation CofE Primary Academies 2016-17

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Our SEN information report is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN code of practice which can be found [here](#).

If you think your child may have SEN please speak to their Class Teacher or contact the school SENCo:

Mr Duffy for Great Witchingham and Hockering Primary Academies 01603 872354

Mrs Newman for St Peter's Primary Academy 01603 880553

Our Approach to Teaching Learners with SEN

In the Trinity Federation we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy on the school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

How we identify SEN

At different times in their school career, a young child or young person may have a special educational need. The Code of Practice identifies SEN as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability

if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream**

post-16 institutions.”

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. In the Trinity Federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

St Peter's Primary School, Easton

In 2016 -17 our SEN profile shows that we have 14% of children identified as having SEN. This percentage is made up of the following groups:

52% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

33% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

7% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

7% are identified as having SEN linked to Physical and Sensory difficulties (including disabilities such as those affecting mobility, sight and hearing).

Great Withingham Primary School

In 2016 -17 our SEN profile shows that we have 8% of children identified as having SEN. This percentage is made up of the following groups:

50% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

33% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

17% are identified as having SEN linked to Sensory/and or Physical Needs.

Hockering Primary School

In 2015 -16 our SEN profile shows that we have 14% of children identified as having SEN. This percentage is made up of the following groups:

71% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

29% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

Assessing SEN in the Trinity Federation

Class teachers, support staff, Parents/Carers and the learner themselves will be the first to notice a difficulty with learning. In the Trinity Federation we ensure that assessment of educational needs involves consultation with the learner and Parents/Carer alongside the teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. We have a range of assessment tools available which we share with our cluster schools.

For some learners we may want to seek advice from specialist teams. In our schools and clusters we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

Children who are looked after by the Local Authority and have SEND are assessed and supported in the same ways as other children in the schools. Details of the support given is recorded on their ePEP and discussed with the other agencies involved at the regular review meetings.

What we do to support learners with SEN within the Trinity Federation

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Our teachers will use various strategies adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Small group / individual intervention work with an adult

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake in school to support learners with SEN. We modify the provision map regularly, and it changes as our learners and their needs change,

We share our provision map in our clusters with our colleagues so we can learn from each other. We are also able to promote consistent practice across all the cluster schools ensuring equality of opportunity.

The SENCo reports to the governors on the provision available within the federation and its impact on the progress of SEN learners.

External Support

In certain circumstances, it may be considered necessary to obtain short or long term input from additional externally based professionals. These may include educational psychologists, specialist advisory support teachers, SRB outreach services, speech and language therapists or CAHMS professionals. In such instances input will be coordinated by our SENCo and discussed with the parents and pupils concerned.

Funding for SEN

Each school in the federation receives funding direct from the Local Authority to support the needs of learners with SEN.

Each cluster also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. All the schools in each cluster have signed a governance agreement which helps us work together.

Cluster Funding 2016-17:

- St Peter's (Costessey Cluster) £174,659
- Gt Witchingham (Reepham Cluster) £141,719
- Hockering (Dereham Cluster) £373,795

The clusters are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our Federation. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model.

Assess – this involves taking in to consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided. Decisions will be recorded and form the basis for pupil progress interviews and Parent/Teacher Consultations.

Do - providing the support.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. Children, Parents/Carers and the teaching and support staff will be involved in reviewing progress. This review can be built in to the intervention itself or a more formal meeting.

If a learner has a Statement or an Education, Health and Care Plan (EHC plan,) there will also be a formal annual review.

The Senior Leadership Team collates the impact data of interventions. As appropriate this data is shared in the clusters.

Progress data of all learners is collated and monitored by Teachers, Senior Leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. In our Federation schools we offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCo to discuss specific requirements.

All staff within the Trinity Federation work in accordance with the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap

between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

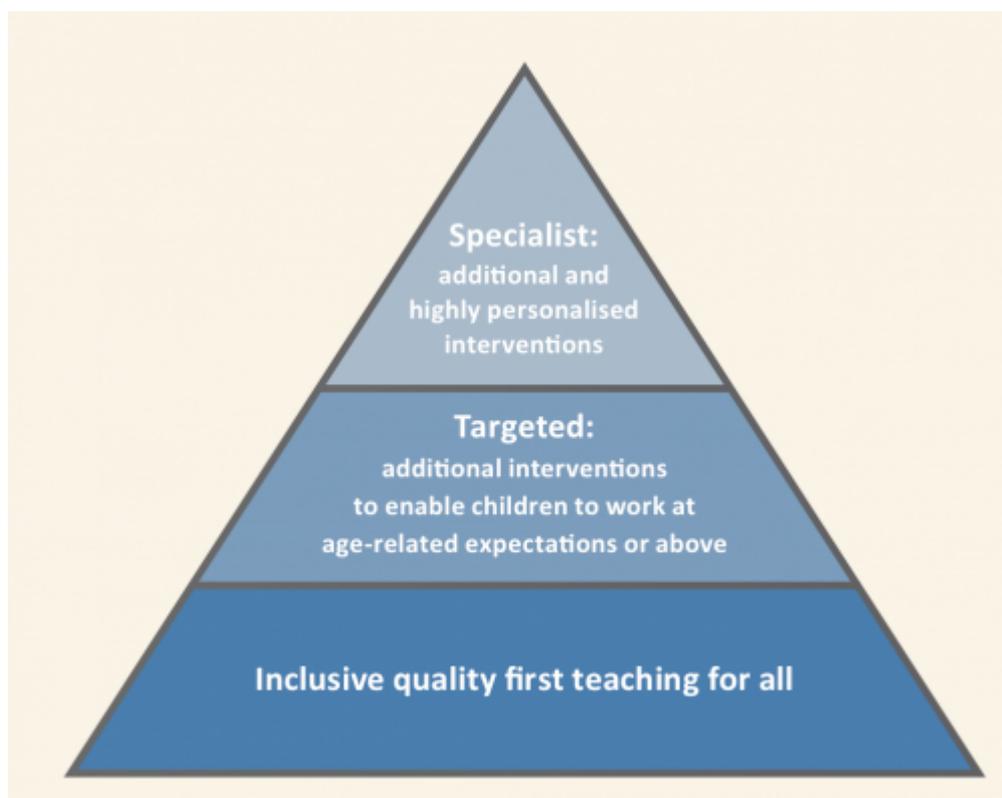
For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. The Trinity Federation is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transition to a different teacher or school is discussed with Parents/carers and learners well in advance to ensure time for planning and preparation.

A Model of SEN provision



[<http://www.interventionsforliteracy.org.uk/home/parents/sen-provision/>]