



Holy Trinity Rosehill CofE (VA) Primary School
Special Educational Needs and Disability Policy (SEND)



Status	Date
Review date:	Spring 2027
Date Adopted by Governing Body:	Spring 2025

*“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*

We are blessed to be a Church of England School with a vision for everyone to ‘let your light shine’ as found in the Sermon on the Mount. We value everyone in our school as unique individuals with their own skills and talents nurturing everyone to flourish in God’s love.

Everyone in our school has a voice, is encouraged to use their voice and is truly valued for all that they bring to our school family and the wider world.

We work together to encourage everyone to let their lights shine brightly and to enable others lights to shine by:

- providing a welcoming, happy and safe learning environment where everyone is nurtured to explore, to make mistakes and to grow
- embracing learning and all of the joy it brings
- celebrating our diverse school community and the opportunity for everyone to thrive and flourish
- providing encouragement and support to all our children, families staff, governors and community with well-being at the core of our school
- preparing our children with skills for life through our shared.
- offering a rich and varied curriculum enabling our children to discover the wonders of God’s beautiful world and the value of everyone
- providing opportunities for our children to contribute positively to our school and local community

As a Church school we believe everyone is made in the image of God. We value our school and our community as places where love can flourish. Our vision is found in our values, collective worship, the teaching of Religious Education and our curriculum.

Holy Trinity Rosehill is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Holy Trinity Rosehill CofE Primary adopts the definition of special education needs as stated in the Special Education Needs Code of Practice (DfES, November 2014).

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS AND OBJECTIVES

We aim for all children to have the opportunity to achieve their full potential. In providing for children identified as having special education needs and disabilities (SEND) at Holy Trinity Rosehill CofE Primary School we aim to:

- Ensure that all pupils are valued equally.
- Promote a positive self-image of all children in the school.
- Have high expectations of our pupils.
- Ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress.

- Regularly review and evaluate children's progress and to work in close partnership with parents/carers and children.
- Ensure that Special Educational Needs and Disabilities are identified and assessed as early as possible.
- Raise awareness of staff, pupils, parents and Governors of the needs identified.
- Ensure that all children have access to a relevant, broad and balanced curriculum.
- Work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs and Disabilities.
- Maintain and develop a range of expertise within the school by training all staff with regard to SEND.
- Promote an awareness of physical, emotional, behavioural and social needs of children in our primary school.
- Ensure that as far as possible (within financial constraints) appropriate resources, both human and physical are provided to enable children with Special Educational Needs and Disabilities to access the curriculum.
- Use guidelines provided by the Local Authority (LA) and SEND Toolkit and refer to the Code of Practice.
- Monitor, review and evaluate policy and provision on a regular and systematic basis.
- Encourage pupils to be self-motivated, confident and positive in their approach to overcoming difficulties

ADMISSION ARRANGEMENTS

Holy Trinity Rosehill CofE Primary strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the Admissions Policy.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs and disabilities is a matter for the school as a whole. The Governing Body, Senior Leadership Team, SENDCO and all other members of staff have important responsibilities. Every teacher is a teacher of SEND. Developing SEND provision is an integral part of the School Development Plan.

GOVERNING BODY

The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

There is a governor assigned with responsibility for SEND. Their role involves monitoring the school's work on behalf of the children with SEND.

The Governing Body of Holy Trinity Rosehill CofE Primary School endeavours to follow the guidelines as laid down in the Education Act 1966 and included in the Code of Practice 2014 in order to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where school has been informed by the LA that a pupil has special educational needs, those needs are made known to those who are likely to teach them
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensure that a pupil with special educational needs joins in the activities of the school, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

HEAD TEACHER

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.

The Head Teacher keeps the Governing Body fully informed on SEND matters. The Head Teacher works closely with the SEND coordinator.

SENDCO

The SEND Co-ordinator (SENDCO), with the Head Teacher, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND. The SENDCO at Holy Trinity Rosehill CofE Primary School is Mrs Helen Green.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENDCO meets regularly with all staff. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEND. The SENDCO collaborates with Curriculum Leaders so that the learning for all children is given equal priority.

At Holy Trinity Rosehill CofE Primary School the principal responsibilities for the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

At Holy Trinity Rosehill CofE Primary School we acknowledge the importance of this role and the time required for managing special educational needs. The SENDCO is given time for administration and monitoring, currently equivalent to half a day per week.

Teaching and Non-Teaching Staff

All staff are involved in the development of the school's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care, as well as collecting additional information for the SENDCO and other agencies. Teachers also complete SEND Support plans - identifying allocation of resources and support, in addition to setting targets termly and sharing with the SENDCO and parents.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

When teaching assistants are employed to support a child with special needs, the responsibility for planning work and monitoring progress for that child remains with the class teacher. Teaching assistants are provided with planning which informs them of the learning objective and expectations. The T.A may need to adapt a task to meet the specific needs of the child, in which case the T.A should then feed back to the class teacher.

STAFF DEVELOPMENT

The SENDCO attends relevant in-service training and LA briefing meetings. Such meetings provide an opportunity for all the SENDCOs in the Local Authority to discuss a wide range of issues and to share best practice.

Staff regularly discuss special educational needs issues and are given opportunities to identify training needs and areas for development. Opportunities are provided for all staff to up-date their knowledge of specific needs through in-service training as well as specialist training provided by the Local Authority and other external agencies.

PARTNERSHIPS

At Holy Trinity Rosehill CofE Primary School, we believe that successfully meeting the needs of children with SEND requires a strong partnership between all those involved - parents/carers, children, school staff, the Local Authority and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

PARENTS

At Holy Trinity Rosehill CofE Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified and met as early as possible.

At Holy Trinity Rosehill CofE Primary School, we endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND Code of Practice
- Understand procedures and documentation
- Express their opinions
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the SEND Information, Advice and Support Service (SENDIASS), whom provide support, information and relevant training.

The school informs parents when special needs are first identified and keeps parents informed of any changes, encouraging them to participate from the outset and throughout their child's time at our school. They are given copies of their child's targets and advice on how they can support their learning. Parents are involved in the review of their child's targets as part of the Assess, Plan, Do, Review (APDR) process, each term.

At Holy Trinity Rosehill CofE Primary School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide support as the child goes through this process.

Parents are informed of the Special Educational Needs Policy implementation and any changes to the policy in the Annual Report. This policy is available on the school website.

Equally, parents have a responsibility to communicate with school and we would expect parents to alert teachers to any concerns regarding their child's education and to any issues that might affect their child's progress in school.

THE VOICE OF THE CHILD

Children with special educational needs or a disability often have a unique knowledge of their own needs and views about what sort of help they would like to help them make the most of their education. At Holy Trinity Rosehill CofE Primary School, we encourage pupils to participate in their learning by being involved with reviewing their progress and setting new targets with their teacher on a regular basis.

Children's views are sought and valued as part of the Assess, Plan, Do and Review process. All children at our school are encouraged to contribute to their review by stating beforehand how they feel they have progressed to reach their targets. All pupils are encouraged to attend annual reviews of Education Health Care Plans (EHCP) to express their opinions and share their successes. This is considered a vital and valuable part of the review process.

EXTERNAL AGENCIES

School works closely with a wide range of professional agencies offering support and advice for children with special educational needs. The SENDCO and the Head teacher are responsible for liaising with external agencies, when applicable. These include; Applied Psychologies, One Point Team, Speech Therapy Occupational Therapy, Education Social Worker, Attendance Officer, CAMHS, Adoption Tees Valley and The Neurodevelopment Team. (Please see Appendix A for the process Holy Trinity Rosehill CofE Primary School will follow for completing a referral to the Neurodevelopment Team.)

We take every opportunity to develop the knowledge, skills and abilities of our staff through in-service training and professional support from these external agencies.

Health professionals are regular visitors to school and cover a range of services including regular health screening, delivering health and relationship education programmes and physical therapies.

IDENTIFICATION

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

We are continually developing knowledge and resources to assist staff in the early identification of specific needs. A continuous cycle of assessment, planning and teaching is in place, which consider the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

Where special educational needs have been identified, our school adopts a graduated approach based on a four-part cycle of Assessment, Planning, Action and Reviewing.

ASSESS

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

PLAN

Where it is decided to provide a pupil with SEND support, parents will be formally notified. The class teacher, in consultation with the SENDCO and parents, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or specialist equipment
- Small group or individual support
- Specific intervention programmes
- Mentoring
- Adaptations to the curriculum
- Adaptations to the learning environment
- Additional processing time
- Examination access arrangements
- Advice or involvement from external agencies
- Access to LA support services for one-off or occasional advice on strategies or equipment

DO

The class teacher remains responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The impact and effectiveness of the support is reviewed at least termly.

The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the Local Authority must review that plan annually.

SEND RECORDS

Class teachers keep a record of targets, provision and outcomes for all children identified as having SEND. These records also include discussions with parents and any advice or recommendations from external agencies. Every child, deemed as having SEND, will have SEND Support Plan (See Appendix 1) where a copy is kept by the class teacher, a copy is saved in SEND folder on Staff Shared and a copy is sent home for parents.

Requesting an Education Health and Care Plan Assessment

The special educational needs of the majority of children in Holy Trinity Rosehill CofE Primary School are met effectively through SEN support detailed above. However, in a small number of cases, where the child has not made expected progress despite this action, the school or parents may consider requesting an Education, Health and Care plan assessment by the Local Authority.

Where a request for an assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews.

Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Plan assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

The local authority must conduct an assessment for an Education, Health and Care Plan when it considers that it may be necessary for special educational provision to be made for the child.

Education, Health and Care Plan (EHCP)

When the LA has completed its assessment of a child, it will decide whether to issue an EHCP.

This will include:

- Section A: The views, interests and aspirations of the child and his or her parents or the young person.
- Section B: The child or young person's special educational needs.
- Section C: The child or young person's health needs which are related to their SEN.
- Section D: The child or young person's social care needs which are related to their SEN or to a disability.
- Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHCP should also identify the arrangements for the setting of shorter-term targets by the Early Years provider, school, college or other education or training provider.
- Section F: The special educational provision required by the child or the young person.
- Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
- Section H1: Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.
- Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.
- Section I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHCP, the type of school or other institution to be attended by the child or young person).
- Section J: Where there is a personal budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.
- Section K: The advice and information gathered during the EHCP assessment must be attached (in appendices). There should be a list of this advice and information.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to parents and they have a right to appeal.

Annual Review of an EHCP

All EHCPs must be reviewed at least annually. The purpose of the review is to discuss progress towards objectives identified in the plan and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

RECORD KEEPING

At Holy Trinity Rosehill CofE Primary School children's SEND records, along with CIOC documentation are kept in pupil's individual folders in a secure cabinet. In addition, staff have a SEND file in which they keep copies of targets and relevant reports for children in their class.

Class teachers complete a SEND Support Plan each term which identifies how additional support is used. Information from this is used by the SENDCO to monitor the progress and effectiveness of interventions.

All vulnerable children, including those with SEND have a chronology where staff write any incidents that are related to the child. This could include; meetings, assessments, receiving of reports or other information. The chronology is updated as when any event/incident occurs. This is completed using CPOMS.

RESOURCES

All schools in Stockton receive funding for pupils with SEND.

- The base budget covers teaching and curriculum expenses as well as the cost of the SENDCO.
- The dedicated SEND budget covers additional support required for the majority of children with SEND.
- Schools may apply to the LA for top-up funding for children with a high level of need.

Holy Trinity Rosehill CofE Primary School follows LA guidance to ensure that all pupils' needs are appropriately met.

Some agencies offer a level of support which is free to schools. In addition to these free services Holy Trinity Rosehill CofE Primary School has chosen to buy into Applied Psychologies.

Holy Trinity Rosehill CofE Primary School has acquired a range of resources which are intended to support pupils with a variety of special educational needs. The majority of these resources are stored in the SENDCO's classroom, although some are kept in classrooms for use by individual children. The SENDCO has a range of books and resources on specific conditions which are available to staff and parents.

Holy Trinity Rosehill CofE Primary School has a duty to provide accessibility for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Increase the physical accessibility of school premises for disabled pupils
- Improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled.

MEDICAL CONDITIONS

Children with medical conditions eg. diabetes, heart conditions, cerebral palsy, visual impairment, hearing impairment, severe allergies etc. are identified, support plans are written and saved in the medical information and first aid file on the shared system. These details passed to the SENDCO and the designated first aiders on each site for inclusion in individual class files. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. The expiry dates of inhalers and epi-pens stored in school are checked and recorded by the designated first aiders. They inform parents when they need to be replaced.

EVALUATION

This policy is the subject of continuous review by the Head Teacher, SENDCO, Governing Body, teaching and non-teaching staff.

The successful operation of the school's SEND policy is measured in relation to:

- A child's progress.
- A child's access to the National Curriculum.
- The impact of support.
- The successful implementation of the different stages of SEND provision.
- Children with SEND achieving similar levels of progress to all children.

The success of the school's SEND policy and provision will be evaluated through:

- Monitoring of classroom practice by the SENDCO and Leadership Team
- Analysis of pupil progress made in school work and test results.

- Value added data for pupils on the SEND register.
- Monitoring of procedures and practice by the Governor with responsibility for SEND.
- School self-evaluation

The quality of SEND provision is reviewed at the end of each academic year and outcomes of the review inform planning for the following year.

TRANSFER ARRANGEMENTS

The SENDCO meets with the SENDCO at secondary schools during the spring and summer terms, where records are passed on and discussions held regarding the needs of individual children. Appropriate arrangements for children with SEND are made to visit the secondary school regularly as part of an enhanced transition.

All children who have an EHCP at year 6 will have had provisional recommendations made the previous year at the annual review meeting, to allow parents to consider all available options for secondary education.

When a pupil makes an in-year transfer, all documentation is passed on to the next school and discussions with the new school's SENDCO may take place.

ARRANGEMENTS FOR COMPLAINT

If a parent/carer is concerned about any issues regarding the education of their child, they should refer to the school complaints procedure.

If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have a right to appeal to a SEND tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/291124/SEND_Code_of_Practice_2014.pdf)

..

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.

This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice 2018 and the Equality Act 2010.



Holy Trinity Rosehill CofE (VA) Primary School



Procedure for making a referral to the Neurodevelopment Team

When we make a referral to the Neurodevelopmental Team we want the information to be as accurate as possible and therefore we put a procedure in place to gather the most accurate information. This school procedure can take up to a term to complete– please see timescales below.

Task/Activity	Timescale
The class teacher, parent/carer or other professional raises concerns about the child with SENDCO	
SENDCO will observe the child in class and talk with the child to ascertain need	Within 3 weeks of raising a concern
A meeting between SENDCO and the child’s class teacher will take place to share the outcome of observations and discuss any concerns that may be evident in school	Within 2 weeks of classroom observation
SENDCO will take advice from any relevant external agencies for strategies to help support your child’s needs.	Within two weeks of meeting between class teacher and SENDCO
SENDCO will arrange an initial meeting with parents to discuss findings from observations and discussions from school. At this meeting, an explanation of the process for making a referral to the Neurodevelopment Team will be explained. School can make a referral directly to the Neurodevelopment Team (see next steps) or parents can visit their GP to ask for ‘The Right to Choose’ option. (This process is much quicker than the Neurodevelopment Team.) SENDCO may signpost parents to external agencies, such as Daisy Chain, for support for the child and the family.	Within three weeks of taking advice from external agencies.
After careful consideration by the parents/carers and school staff, a meeting will be arranged to complete the Neurodevelopmental Referral if it is deemed appropriate . Please note this can take up to 2 hours.	Within four weeks of initial meeting with parents/carers
Following this, SENDCO will complete the school part with your child’s class teacher.	Within two weeks of meeting with parents/carers
When everyone involved is content with the information presented on the referral, SENDCO will arrange a telephone consultation call with the Neurodevelopment Team to discuss the referral. Following the consultation, SENDCO will send the form to the Neurodevelopment Team, if the referral is accepted. - this can take many months .	Within one week of meeting with class teacher
Once the Neurodevelopment Team have received the referral, the full process of assessment, information gathering and reaching a diagnosis can take up to approximately 42 months. Please note this part is out of the control of school, as we are not involved in the assessment process.	