Holy Trinity CE Primary School

Special Educational Needs and Disability Policy 2024

Vision

Our vision is that children are nurtured to love learning, love one another and love God.

'Love learning, love one another, love God.'

"I have come so that you might have life – life in all its fullness." John 10:10

Pupils' Voice

'The school should help people who need it, letting children have places where they can do their work and teachers to help them.'

What others say about us

'Love and care for others are at the heart of Holy Trinity's work and ethos … Staff, parents and pupils all feel supported and nurtured as part of a family… Support for vulnerable pupils is a strength … This is a caring, nurturing school with a positive learning environment in which everyone flourishes. It enables all to love learning, love one another and love God.'

Policy drafted by: Headteacher and SENCO
Date: Autumn 2024
Review: Autumn 2025

At Holy Trinity we want to make sure the support for your child is the best it can possibly be. This policy is a detailed guide to the practice of supporting children with additional needs. We recognise that there is a lot of information here. We also know that parents or carers are the most important people in any child's life. We want you to feel listened to and fully involved in the decisions that affect your child. So please, if you have any questions, come and talk to us. You can email or call, but we prefer to talk about our children face to face whenever possible so please make an appointment to meet. We are happy to make appointments before or after school to fit in with your commitments if required.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- SEN Code of Practice (revisions) 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2015

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

- SEND Information report
- Behaviour and anti-bullying policy
- Positive handling policy
- Teaching and learning policy
- Assessment policy
- Equalities policy
- Safeguarding policy
- Home learning policy
- Complaints policy
- Accessibility Plan

Basic information about the school's special educational provision

This policy has been decided by the school's governing body, the Headteacher and the SENCO.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that 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 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

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to** or **different from** this. This is special educational provision under Section 21 of the Children and Families Act 2014. At Holy Trinity CE Primary school we endeavour to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high-quality teaching and is compromised by anything less.

Definition of Disability

Many children who have special educational needs may 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'.

'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

The principles upheld by the Code of Practice and kept clearly in mind at Holy Trinity C of E Primary School are to:

- Have regard to the views, wishes and feelings of the child and the child's parents/carer;
- Enable the child and the child's parents participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions;
- Support the child and the child's parents in order to facilitate the development of the child and to help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The early identification of children's needs and early intervention to support them through high quality provision with a focus on inclusive practice and removing barriers to learning;
- A strong focus on high aspirations and on improving outcomes for children to enable those with SEN to succeed in their education and make a successful transition to adulthood;
- Close collaboration with partners in education, health and social care services to provide support.

SENCo role and responsibilities

Governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCo for the school. In September 2024 the National Professional Qualification for SENCOs replaced the National Award for Special Educational Needs Coordinator.

A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO (before 2009) at that or any other relevant school for a total period of twelve months, they must achieve the NPQ for SENCOs within three years of appointment.

The SENCO has an important role to play with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school and is part of the school leadership team.

The SENCo is responsible for:

- ❑ Overseeing the day to day operation of the school's special educational needs policy;
- ❑ Co-ordinating provision for children with special educational needs;
- ❑ Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- ❑ Advising on the assess, plan, do, review cycle for providing SEN 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 SEN;
- ❑ 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 Headteacher 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 SEN up to date;
- ❑ Liaising with and advising fellow teachers;

- Maintaining the school's special educational needs register
- Overseeing the individual records of children with special educational needs and steps taken to meet their needs;
- Contributing to the in-service training of staff;
- Assisting the class teacher in organising termly review meetings with parents and children;
- Assisting the class teacher in completing Individual Progress Plans for children with Education, Health and Care Plans; reviewing these plans, and taking appropriate action where necessary, including the drafting of a further IPP;
- Assisting the class teacher in identifying children on the class 'pupil progress tracker' who are not working at expected levels and need catch-up interventions to close the gap as part of the school's provision map;
- Where appropriate, initiating an Education, Health and Care Needs assessment;
- Making arrangements for statutory Annual Review meetings for children with Education, Health and Care Plans.

Information and contact details of the SENCo

Holy Trinity has a dedicated part-time SENCO (3 days a week) who works closely with the School's Leadership Team. This post is currently held by Louisa Allard who began in post on 1st September 2024. Louisa is currently undertaking the NPQ for SENCOs. She can be contacted on: 020 8940 2730 or lallard@htprimary.com

Safeguarding

Holy Trinity school is committed to the principles and actions of good safeguarding practice. This is held to be particularly pertinent in the field of SEN where children may be in a position of vulnerability and consequently need to be listened to with a more sensitive ear. The safeguarding policy is used for reflecting upon ongoing concerns and arrangements.

Admissions

All children will be admitted to school according to the admission criteria. Where a child is admitted with a particular medical problem, advice and support will be sought as necessary. The need for specific educational provision will not disadvantage the admission of a child.

On making a request for admission, parents are invited to provide any relevant information concerning their child's education, including special educational needs, on the admission form. This information will in no way disadvantage a child in terms of admissions.

At Holy Trinity C of E Primary School, we strongly believe in fulfilling our statutory requirement to be an inclusive school. In line with the requirements of Part 3 of the Children and Families act 2014 and in line with the new Special Educational Needs Code of Practice (COP) (revisions) 2015, we aim and work hard to include all children, whatever their special education need, including those with an Education, Health and Care Plan. In line with the COP 9.78 - 9.79 we support parents in their right to choose a mainstream education. Holy Trinity CE Primary School complies with the COP and provides a range of resources to meet the varying needs of the pupils, recognising that a pupil who

has SEN and who has an Education, Health and Care Plan must be educated in a mainstream school unless:-

- the needs of the pupil are so significant that any adjustments made are not reasonable and simply different from other children
- it would be unsuitable for the age, aptitude or special educational need of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Local authority guidance directs that "others" is intended to mean the children and young people with whom the child or young person with an Education Health and Care Plan will directly come into contact on a regular day-to-day basis.

Facilities

All children with special educational needs work in their own classroom and are the responsibility of the class teacher. Seating and tables for use by individuals or small groups are to be found in the resource areas, infant library and junior and infant group teaching room.

The school building is fully accessible to wheelchairs.

Specialist equipment will be secured on an individual basis following guidance from the Physiotherapist or Occupational Therapist.

Allocation of Resources

Resources are allocated each term following Pupil Progress meetings or SEN Support Plan meetings (for those pupils identified as reaching the threshold for SEN Support using the threshold guidance from the local authority) whereby children's needs are identified and reviewed. Resources are allocated by the Headteacher and SENCO.

- The SENCO oversees the running of Special Educational Needs and provides provision for focused groups.
- Assistant teachers fulfill a learning support role, they work across the school specifically with groups of children identified by the school's provision mapping, as well as with children who have specific barriers to learning.

SEN Identification and Review

Early identification, assessment and provision for any child who may have a special educational need is of the utmost importance. The earlier action is taken, the more responsive a child is likely to be. Consequently, we believe that assessment should not be regarded as a single event, but as an ongoing process.

At Holy Trinity C of E Primary School we assess each pupil's current skills and levels of attainment as part of the on-going teaching, learning and assessment cycle, (assess – plan – do – review) building information from previous settings and key stages where appropriate. At the same time, we

consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 the child and their peers
- Widens the attainment gap

It can include progress in other areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Identifying and assessing SEN for children whose first language is not English requires particular care. At Holy Trinity C of E Primary School, we look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to English as an additional language are not SEN.

Where a pupil is making less progress than expected, the first response to such progress is high-quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we put in place extra teaching or other rigorous interventions designed to secure better progress.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with the children are alert to emerging difficulties and respond early. In particular, parents/carers know their children best and all professionals listen and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

We identify any additional or special educational needs that children have through:

- Records/information passed on from previous schools/ educational settings/appropriate professionals such as the school nurse;
- concern raised by parents/carer or the child;
- referral by class teacher (ongoing observation);
- concern raised by outside agencies;
- screening and testing which may provide an indication for further investigation;

- their progress against the objectives specified in the national curriculum;
- their performance against the band descriptions within the National Curriculum at the end of the year or key stage.

Where it is decided that a pupil does have SEN, the decision is recorded on the school's SEN Register and the pupil's parents/carer are informed that special educational provision is being made.

When reviewing and managing special educational provision there are four broad areas of need:

- Cognition and learning;
- Communication and interaction;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Additionally, the DfES details three 'waves' of support for children identified by the school as requiring additional support for literacy and or numeracy.

Wave One – the effective inclusion of all children in high-quality literacy and numeracy teaching ('quality first teaching').

Wave Two – small-group interventions for children who can be expected to 'catch up' with their peers as a result of intervention. Wave Two interventions are not primarily SEN interventions.

Wave Three – specific targeted approaches for individual children identified as requiring SEN intervention. Children receiving Wave Three support will always be placed the SEN Register.

Provision

The SEN Code of Practice says that every teacher is a teacher of SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from assistant teachers both inside and outside of the classroom. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At Holy Trinity C of E Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

We take action to remove barriers to learning through the form of a four-part cycle (assess, plan, do, review). This is known as the graduated approach.

Assess:
The class teacher and SENCO carry out a clear analysis of the pupil's needs drawing on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour in comparison to their peers, national data, the views and experiences of parents/carer, the pupil's own views and, if relevant, advice from external support services. The assessment is reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are overcome and a clear picture of the effectiveness of the interventions is developed.

Plan:
The teacher and SENCO agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents should be fully aware of the planned support and plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

This information is included in the class Pupil Progress Tracking Sheet.

Do:
The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class led by support staff, they should still retain responsibility for the pupil. They should work closely with the support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo 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 effectiveness of the support and interventions and their impact on pupil's progress is reviewed each term following assessment week. This information is fed back into the analysis of the pupil's needs and is revised in the light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil. The school uses the local authorities SEN threshold guidance found on the AfC Local Offer (www.afclocaloffer.org.uk) as a basis for identification of need.

Involving Specialists:
Where a pupil continues to make less than expected progress, despite targeted interventions matched to a pupil's area of need, the school will consider involving specialists, included those secured by the school itself or from outside agencies. The pupil's parents/carer are always involved in any decision to involve specialists. It is important to note that referrals made to outside specialists are subject to waiting times and that for some NHS services that are in high demand, this waiting time can be lengthy.

Such specialist services could include:

- Educational Psychologist (if the school is making a request for an Education Health and Care Plan)
- Child and Adolescent Mental Health Services (CAMHS)
- Emotional Health Services
- Specialist Teachers for sensory support
- Speech and Language Therapists

- Occupational Therapists
- Physiotherapists
- Education Advisor for social, emotional and behavioural difficulties
- Specialist teaching advice for Specific Learning Difficulties
- Community Outreach Worker e.g. Riverbank Trust

Requesting an Education, Health and Care Needs Assessment

Where, despite our action to identify, assess and meet the special educational needs of the child, the child has not made expected progress we will consider with parents/carer requesting an Education, Health and Care needs assessment by the local authority. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The local authority must gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve the desired outcomes. Holy Trinity CE Primary School will always cooperate with the local authority in this, by providing educational advice and information requested.

The purpose of an Education, Health and Care 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, to 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/carer and child
- 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's needs and support the achievement of the agreed outcomes

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

In considering whether an EHC needs assessment is necessary, the local authority will consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress. To inform their decision, the local authority will need to take into account a wide range of evidence:

- Evidence of the child's academic attainment and rate of progress
- Information about the nature, extent and context of the child's SEN

- Evidence of the action already being taken by the school to meet the child's SEN
- Evidence that where progress has been made, it has only been as a result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

The local authority must decide whether or not to proceed with an EHC needs assessment and must inform the child's parent of their decision within a maximum of six weeks from receiving a request for an EHC needs assessment. The maximum time for the EHC needs assessment and EHCP to be completed is 20 weeks.

When conducting an EHC needs assessment, the local authority must seek advice and information from:

- The child's parent or the child
- Educational advice
- Medical advice
- Psychological advice
- Social care advice
- Advice and information from any person requested by the child's parent/carer where the local authority considers it reasonable to do so
- Any other advice and information appropriate

The local authority will consider whether the information from the EHC needs assessment confirms the information available on the nature and extent of the child's SEN prior to the EHC needs assessment and whether the special educational provision made prior to the EHC needs assessment was well-matched to the SEN of the child. Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made in accordance with an EHC plan the local authority must prepare a plan. This plan may include a personal budget.

EHC plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the local authority as a minimum every 12 months and in partnership with the child and their parent/carer. Reviews are held in school and led by the SENCo. Reviews for children under the age of 5 are held every 6 months to ensure that provision continues to be appropriate.

Progress towards outcomes in the EHCP is reviewed termly by parents/carer and the class teacher and recorded in the Individual Pupil Progress Plan.

More information about this process can be found at www.afclocaloffer.org.uk or by telephoning 020 85474722 or by emailing sendlocaloffer@achievingforchildren.org.uk

Access to the Curriculum

The school provides a child with special educational needs access to a broad and balanced curriculum including the National Curriculum when appropriate. Teaching styles and learning experiences are appropriate to the individual child's needs. Differentiation by task and outcome are both used in the classroom. Development of basic skills are seen as part of the entitlement to the curriculum as a whole.

Adaptation, modification of teaching resources and presentation are developed to meet the needs of the individual child. All children with special educational needs take part in all activities. It is the duty of the school to ensure that activities are appropriate for pupils with SEN and that we make reasonable adjustments to activities to make them safe for all children.

Pupil Inclusion

In line with the COP 9.78 - 9.79 we support parents in their right to choose a mainstream education. Holy Trinity C of E Primary School complies with the COP and provides a range of resources to meet the varying needs of the pupils, recognising that a pupil who has SEN and who has an Education, Health and Care Plan must be educated in a mainstream school unless:-

- the needs of the pupil are so significant that any adjustments made are not reasonable and simply different from other children
- it would be unsuitable for the age, aptitude or special educational need of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

With this in mind, at Holy Trinity C of E Primary School we take all reasonable steps to ensure that children with SEN can engage in the same activities as those who do not have SEN.

Evaluation

Whatever the level of pupil difficulties, the key test of how their learning needs are being met is whether they are making "good progress". Good progress can be defined in a variety of ways. It might, for example, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour;

- is likely to lead to usable levels of skills.

Complaints

If parents/carer have any concerns over the special educational needs provision for their child they should:

- ❑ Ask to meet the class teacher and SENCO to discuss the matter. This meeting will take place within 2 weeks.
- ❑ If the matter is not resolved, a further meeting may be arranged with the Headteacher, SENCO and class teacher for further discussion. This will take place normally within 2 weeks.
- ❑ If the matter is still unresolved the parent should be invited to put their complaint in writing to the Chair of Governors. The Chair of Governors will then meet with the parents and follow this meeting with a letter indicating the conclusions reached, again within two weeks. See further information in the school's 'Complaints Procedure'.

Staff Training

At Holy Trinity C of E Primary School we believe in the continual professional development of all staff and governors. This is achieved through:

- ❑ The senior management team, working together with the SENCO and SEN governor, identifies training needs;
- ❑ The SENCO holds termly meeting with the teachers and assistant teachers involved in SEN provision, identifies difficulties and undertakes to provide training accordingly;
- ❑ It is the responsibility of the SENCO, working together with the Senior management team and SEN governor, to ensure that staff are provided with appropriate training for new initiatives and programmes within the school and specific training when necessary.

Staff have had INSET in the following areas over the previous 5 years:

- PATHS (a programme of lessons and strategies that helps children manage their emotions, communicate effectively and problem-solve independently, run by Benardos).
- ADHD (with a focus on inattentive presentation and ADHD in girls)
- Zones of Regulation
- Social Thinking
- Sensory processing difficulties
- Autism
- Speech, language and communication difficulties
- Behaviour management and Emotional Coaching (SEMH)
- Dyslexia friendly classrooms

- Team Teach

This training is a rolling program and is revisited and refreshed with staff and new staff members are signposted to resources. It is designed to support Quality First Teaching approaches in the classroom.

Parental/Carer Role

At Holy Trinity C of E Primary School, we have a high level of co-operation, trust and openness between parents/carer and staff. We therefore aim to inform parents/carer of any concern regarding the education of their child, as soon as it comes to light. Parents/carer are also encouraged to discuss concerns about their own child with the class teacher.

Throughout the identification and assessment process the involvement of parents/carers is vital. Parents/carers should be fully involved in the school-based response for their child, and understand the purpose of any intervention. We invite parents/carers to discuss their child and value their views on the child's development, progress and behaviour at home and school. We acknowledge and draw on parental knowledge in relation to their child. The school discusses strategies and approaches whenever the need arises.

- We expect parents/carers to follow any programmes of intervention agreed with the school. We expect that the parents/carer will work together with the school to ensure that their child does as well as s/he can;
- We will ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- We will respect the validity of differing perspectives and seek constructive ways of reconciling different points of view;
- We will respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers and provide additional support when necessary;
- We will make parents/carers aware of Independent Advisory Service for parents/carers, for example:
    - The Richmond-Kingston SEND Information, Advice and Support Service, is provided by Polaris Children's Services, part of a leading Children's Services Group with over 24 years of experience in supporting children, young people and their families to build brighter futures.
    - It provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people up to the age of 16 -25. They can be contacted on:

      Phone: 0808 164 5527;

      email: info@rksendiass.co.uk;

      website: https://www.rksendiass.co.uk/.

Pupil Participation

"Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

Articles 12 and 13 of the United Nations Convention on the rights of the Child

At Holy Trinity C of E Primary School we believe;

- That whenever possible children with special educational needs be involved in making decisions and exercising choices.
- That children with special educational needs have a unique knowledge of their own needs and circumstances, and their own views about what sort of help they would like to make the most of their education. They should, where possible, contribute to target setting, Support Plans, annual reviews etc.
- That, although it may not be easy to ascertain the child's view, the principle remains an important one. We undertake, to make arrangements to enable this to happen, for example we run person centred annual reviews, for those pupils who have an EHCP, where they attend for part of the time.
- That children with special educational needs should not be excluded from any part of school life, solely as a result of a special educational need.

Transition

Links with mainstream and special schools

We have strong links with other local Primary schools, our local special schools and the SENCo attends locality group meetings with the SENCos of neighbouring schools. At these meetings we discuss good practice, new initiatives and any difficulties we may be experiencing in meeting the needs of individuals in an effort to resolve issues. The SENCo attends a transition meeting with the SENCos of local secondary schools in the summer term, to discuss pupils who have a SEN Support Plan or an EHCP ahead of transition.

Pupils moving on to other schools

When a child with SEN moves on to a new school, we aim to send their records on to their new school within 30 days of the child ceasing to be registered at our school. We will provide the new school with copies of Support Plans, reports and any other background information we have collected.

Aims for secondary transfer

For children with Education, Health and Care Plans, where possible, we will make recommendations at the transition review in Year 5 as to the type of provision the child will require at secondary level. This will allow the parents/carer to visit secondary schools and consider appropriate options within the same time scale as other parents/carers.

We will, where possible, invite the person with responsibility for Special Educational Needs at the child's chosen Secondary school to the year 6 review meeting to enable to parents to meet them and discuss any concerns they have and plan their transition arrangements.

The SENCO will meet the person with responsibility for Special Educational Needs at the child's chosen Secondary school to hand over any useful information about the child in Year 6 for all children at SEN Support. This will happen in the summer term. We will provide the new school with copies of Support Plans, reports and any other background information we have collected.

Children joining us from other schools/settings

We will undertake to request information from a child's previous school/setting within 15 school days of a child being registered at our school. Where possible, we will ask for as much information as possible to be sent to us, in the term before the child is due to start at Holy Trinity, to allow us to make appropriate provision for them.

The EYFS teachers will, when possible, meet children who have a special educational need in their homes, or previous setting, again to allow us to provide appropriate support for the child.

Links with child health services, social services, and educational welfare services

Educational Psychology Service

Psychology helps us understand how people think, learn, feel and develop. The work of the service is often concerned with supporting the development of learning, social, emotional, behavioural, physical or sensory needs; with the key aim of identifying and overcoming barriers to children's learning.

Achieving for Children's Educational Psychology Service operates a consultation model of service delivery that promotes early intervention in order to minimise pupils' barriers to learning. Educational Psychologists (EPs) apply psychology in working with staff, parents/carer, pupils and other agencies in order to generate solutions to concerns and facilitate change. Achieving for Children's Educational Psychologists work as a resource for schools for children, promoting psychological wellbeing, inclusion and raising standards across the full range of age and abilities. We are encouraged to use this service systemically, for example arranging a teacher advice clinic to discuss teacher concerns with a follow up over one or two terms or providing whole staff training sessions or parent information sessions. The priorities for allocation of EP time rest with the school and will focus on those pupils the school have identified, using AfC guidance on SEN Support Thresholds, as on a pathway for an EHCP.

Speech and Language Therapy Service

Speech & Language Therapy provides services for children and young people in the borough of Richmond in order to enhance the development of the speech, language and communication of all children and offer assessment and input for children and young people who are having difficulties with:

- Attention and listening
- understanding spoken/signed language
- communicating verbally using sentences and vocabulary appropriate for their age
- Using speech sounds appropriate for their age

• Social interaction and play
• Stammering
• Voice production
• Feeding and swallowing

A referral needs to be made by the parent/carer/school in order to access this service, but will only meet the threshold **for pupils over the age of 5** if the school is able to evidence that he meets the threshold for involvement as part of an EHCP request. The full referral is then proceeded on the decision of the Speech and Language Therapist. This service can also be accessed through the GP or Health Visitor.

Occupational Therapy Service

Occupational therapy provides services for children and young people who are experiencing functional difficulties at school, at home and/or at play. Therapy aims to enable children to improve their ability to function within their everyday lives, to access the national curriculum more effectively and to reduce difficulties associated with an inability to carry out everyday tasks at home, school and play.

Interventions may include:

- Exploration/assessment of the reasons behind the children's functional difficulties
- Advice or therapy to enable the child to work and play to the best of their ability
- Liaison with parents/carers and other professionals regarding support and progress of the children

A referral needs to be made by the parent/carer/school in order to access this service. This service can also be accessed through the GP.

Physiotherapy Service

Children's physiotherapy provides services for children and young people who are referred with conditions which limit physical ability.

Interventions may include:

- Neurodevelopmental / physiotherapeutic handling and exercise
- Provision of home, nursery and school exercise and activity programmes
- Prescription / provision and monitoring of equipment and Orthoses e.g. foot splints, to ensure proactive approach to mobility and postural management
- Education / training to carers to ensure understanding of and the integration of principals of physiotherapy into all relevant aspects of the child's life
- Risk Assessment for all areas of life where the physiotherapist has responsibility for the physical management of the child

This service is usually accessed through the GP.

School Health Service

The School Health Service provides specialist nursing advice and support to children and their families. The School Health Service helps children and young people to develop the skills they need to manage the challenges they face in school, at home, in their personal lives or online.

The service focuses on:

- Supporting children at risk;
- Supporting those experiencing emotional difficulties or mental health problems;
- Weight management and obesity prevention (includes the National Child Measurement Programme);
- Supporting children with long term conditions.

Education Welfare Officer
The EWO can be asked to visit the family of individual children if there are any problems with attendance, or concerns over behaviour or work, especially where the school is having difficulty with home/school links.

Social Services
Contact between the school and Social Services is made as and when necessary concerning individual children. The named Social Service Contact within the school is Alison Bateman who holds the Designated Safeguarding Lead role.

Child and Adolescent Mental Health Service
Tier 1 services are provided through our local Mental Health Support Team, as part of inclusion in the Trailblazer DoE and NHS initiative to support schools in supporting mental health in school. This service is provided in collaboration with the Emotional Health Team at Achieving for Children (AfC) and offer an early response to children and young people experiencing poor emotional well-being and mild to moderate mental health issues that are beginning to disrupt their daily functioning in order to prevent the situation worsening or deteriorating.

Tier 2 services are provided by AfC and offer an early response to children and young people experiencing poor emotional well-being and mild to moderate mental health issues that are beginning to disrupt their daily functioning in order to prevent the situation worsening or deteriorating.

Tier 3 services are provided by South West London St George's Mental Health Trust who offer assessments, diagnosis and treatment to children and young people who have signs and symptoms of an emerging mental health disorder and causing disruption to their everyday functioning.
A referral needs to be made by the parent/carer/school in order to access this service. This service can also be accessed through the GP.

The role and responsibility of the Governing Body
The roles and responsibility of the Governing Body are specified in the Code of Practice 2014. The governing body reviews the SEN provision at Holy Trinity CE Primary School annually and evaluates its effectiveness. Governor training in the models of SEN provision is provided. A named governor, currently Chris Milsom, has responsibility for SEN and its provision.

Achieving for Children
Achieving for Children is a social enterprise company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. Achieving for Children's Local Offer is a website providing information on local services

and support available for families including children and young people aged 0-25 years with special educational needs or disabilities. More information can be found at www.afclocaloffer.org.uk or https://kr.afcinfo.org.uk/pages/local-offer/enquiries or by emailing sendlocaloffer@achievingforchildren.org.uk or by telephoning 020 8547 4722.