

Policy: SEND Policy
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Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Special Education Needs and Disability Policy

SENCo: Mrs Fiona Fargher

SEND link Governor: Mrs Jo Steel

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard all children**.

*'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12*

INTRODUCTION

This document is a statement of the aims, objectives and strategies for the teaching and learning of children with Special Educational Needs & Disabilities at Holy Trinity CE Primary School. This policy complies with the [Special Educational Needs and Disability Code of Practice, statutory guidance 2015, as updated.](#)

It meets the requirements set out in the following sections of the [Children and Families Act 2014](#):

- Co-operating generally: governing board functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 35
- SEN Co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEND information report: Section 69
- Duty to support pupils with medical conditions: Section 100

OTHER LEGISLATION

[The Equality Act 2010](#)

[The Special Educational Needs and Disability Regulations 2014](#)

IDENTIFICATION OF SEN AND DISABILITIES (SEND)

A pupil has SEND where their learning difficulty or disability calls for special educational provision 'different from or additional to' that generally made for other children of the same age in mainstream or post 16 institutions in England. By making 'Quality First Teaching' provision available to the whole class it is likely that fewer pupils will require such support. Holy Trinity CE Primary School expects such standards in whole-class provision to be cost effective and sustainable.

Holy Trinity CE Primary School will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings, parents and key stage data where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the [Equality Act 2010](#) and consider whether reasonable adjustments need to be made for them.

Class teachers, supported by the Heads Team, make regular assessments of progress for all pupils. We 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 between the child and their peers

Persistent or disruptive or withdrawn behaviours do not necessarily mean that a child has SEND, although, they may have a high level of need. Where there are concerns, an assessment should consider whether there are causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

We acknowledge that various events can lead to learning difficulties or wider mental health difficulties, such as bullying, family separation or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. This category of pupil falls under 'High Needs'.

Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration which may manifest itself as disaffection, emotional or behavioural difficulties.

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POLICY AIMS

Holy Trinity CE Primary School is committed to the belief that all children and young people are entitled to an education that enables them to make progress and be part of the school community. To this end, the school aims to maintain high aspirations and expectations for ALL children, including those with special educational needs and disabilities.

This policy sets out the procedures for ensuring that pupils identified as having special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities, the school will have due regard to the [SEND Code of Practice 2015](#).

Holy Trinity CE Primary School will:

- Employ a skilled and experienced teacher to be responsible for co-ordinating SEND provision. This will be the SENCo who has a timetabled commitment that allows the effective discharge of the responsibilities of the role.
- Provide a child with SEN or a disability the appropriate support they require. This means doing everything possible to meet the child's needs within a mainstream educational setting.
- Ensure that children with SEND are included and engaged in activities alongside pupils who do not have SEND.
- Prepare SEND Information Reports and publish our arrangements for the admission of disabled children; the steps we take to prevent disabled children from being treated differently or less favourably than others; the facilities we provide to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.
- Provide a whole school approach to the management and provision of support for SEND.
- Provide support, training opportunities and advice for all staff working with SEND pupils.
- Involve parents in the process of their child's development and inform parents when the school is making special educational provision for a child.
- Develop and maintain partnerships through engagement with parents and carers.

All children will have their needs identified as early as possible to ensure appropriate intervention for maximum progress.

ADMISSION ARRANGEMENTS

Children with SEND will be admitted to Holy Trinity CE Primary School in accordance with our published admissions criteria. Children who have an Educational Health and Care Plan (EHCP) may be admitted regardless of the number of the children in the class.

EQUALITY AND INCLUSION

All children, with and without SEND, will be included in the life of the school. A learning environment will be provided which supports all children and celebrates the achievements and beliefs of the school community.

Holy Trinity Primary will make reasonable adjustments, including the provision of auxiliary aids and services, to support disabled children and prevent them being put at a substantial disadvantage. The school and the Local Authority have a duty to educate all children with SEND in a mainstream school, unless:

- The parents choose a different educational provider or
- The child's SEND is incompatible with the efficient education of other children.

All children can be expected to receive 'Quality First Teaching' (QFT) within a broad and balanced curriculum and suitable individual targets which support their education. 'The Local Authority has to ensure the best possible educational and other outcomes.' (Child & Families Act 2014 s.19 d).

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MEDICAL NEEDS CONDITIONS

We will provide support for pupils with medical conditions. An individual Healthcare Plan will usually specify the type and level of support required to meet the medical needs of such children. When children also have SEND, their provision should be planned and delivered in a co-ordinated way in accordance with their Education, Health and Care Plan (EHCP) if relevant. Holy Trinity CE Primary School has regard to its own Medical Policy and statutory guidance '[Supporting pupils at school with medical conditions](#)'.

A GRADUATED APPROACH TO SPECIAL EDUCATIONAL NEEDS SUPPORT

When a pupil is identified as having SEND, we shall take action to remove barriers to learning and put effective special educational provision in place. While informally gathering evidence, we will not delay in putting in place extra support or other rigorous interventions designed to secure better progress where required.

SEND support will take the form of a graduated approach through which earlier decisions and actions are revisited, evaluated and revised to reflect a growing understanding of the pupil's needs and of what enables the child to make good progress and secure good outcomes. This encompasses the following:

1. **Assess:** the class teacher and the SENCo should clearly consider a pupil's attainment and area(s) of need before identifying the child as needing SEND support.
2. **Plan:** parents must be notified when it is decided that a pupil is to be provided with SEND support. Targets will normally be set in an Individual Education Plan (IEP) and group support / interventions planned to work towards these targets. The pupil will be added to the SEN Register for monitoring purposes if the school's agreed SEND criteria are met; further information on this is provided in the School's SEND Information Report.
3. **Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve a group or 1:1 teaching away from the main teacher, he or she will retain responsibility for the pupil.
4. **Review:** the effectiveness of the support / interventions should be reviewed in line with the agreed dates. Targets may then be revised or changed according to the progress made and the Assess, Plan, Do, Review cycle is continued.

If a pupil continues to make less than expected progress, despite evidence-based support and interventions, we will consider involving specialists, including those secured by the school itself or from outside agencies.

PARTNERSHIP WITH PARENTS AND PUPILS

In fulfilling their duties to those with SEND, Holy Trinity CE Primary School will ensure that children and parents have opportunities to be involved in decision making. The school listens to the voice of all stakeholders through the use of parent/carer questionnaires, professional communications between staff, links with outside professionals and the School Council for children.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT (EHC Plan)

The school or parent can request an Education, Health and Care 'needs assessment' once there is evidence collated to show:

- the school has taken relevant and purposeful action to identify, assess and respond to the special educational needs of the child, putting in place appropriate intervention and support;
- the child continues to make less than expected progress, and attainment is at a much lower level than his/her peers; and / or
- the child is in need of specialist provision which is additional to that which can be provided under school SEND support.

The local authority will expect to see clear evidence of the actions taken by the school to address a pupil's SEND before reaching its conclusion.

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MANAGING PUPILS NEEDS ON THE SEND REGISTER

Use of data and record keeping

The provision made for pupils with SEND will be recorded accurately and kept up-to-date through regular reviews. Details of outcomes, teaching strategies and the involvement of specialists will be recorded as part of our routine management system.

Holy Trinity CE Primary School records details of additional or different provision made under SEND support. This forms part of regular discussion with parents about their child's progress, expected outcomes from the support and planned next steps. We generate accurate information to evidence the SEND support that pupils receive over time and monitor the impact of that support.

The SENCo maintains a provision map to provide an overview of the programmes and interventions used within different groups of pupils and provide a basis for monitoring the levels of intervention.

All pupils' progress and attainment is reviewed regularly. Pupils with SEND may cease to have specialist support when they demonstrate maintained progress and have bridged the learning gap so they are within a year of age-related expectations.

All data is subject to the Data Protection Act 2018 and GDPR.

ROLES AND RESPONSIBILITIES

Class teacher responsibilities

Teachers remain responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a child is not making adequate progress and is struggling to keep up, the responsible teacher and SENCo should collaborate to set specific key targets and learning outcomes for the child in an Individual Educational Plan. An IEP is shared with parents / carers and agreed, so that all parties are aware of the targets that a child is working towards in order to maximise progress. Information about how a child is best supported is shared with all relevant adults and regular communication helps to ensure pupils with SEND make appropriate progress.

Teaching Assistants will work under the direction of the class teacher in order to support pupils with an IEP or an EHC Plan. They may work with individual pupils or with a group of pupils to work towards intended outcomes. Staff may withdraw children from the classroom in order that:

- they receive extra support to reinforce, pre-teach or consolidate basic concepts;
- the ratio in the class is reduced, thus allowing further differentiation for all children;
- specialist provision, such as speech and language sessions, can be carried out without disruption to the rest of the class; and/or
- a child may receive additional challenge and experience to deepen learning.

RESPONSIBILITIES OF THE SPECIAL NEEDS CO-ORDINATOR

The SENCo has an important role, with the Headteacher and Governing Board, in determining the strategic development of SEND policy and provision in the school. The SENCo has day to day responsibility for the operation of the SEND Policy and co-ordination of specific provision to support individual pupils with 'High Needs' and SEND, including those who have EHC Plans.

The SENCo will provide professional guidance to colleagues and will work closely with staff, parents and outside agencies as appropriate. He/she will be responsible for arranging meetings, monitoring pupil progress and attainment, collating evidence of needs and interventions and generating reports as an ongoing process.

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SENIOR LEADERSHIP RESPONSIBILITIES

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of our monitoring arrangements and our approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, will identify any patterns in the identification of SEND, both within the school and through comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitor the progress and development of all pupils.

Our arrangements for assessing and identifying pupils as having SEND are published in the school's SEND Information Report which is updated annually and published on the website in the 'Policies' page in the 'About Us' tab.

GOVERNING BOARD RESPONSIBILITIES

A named member of the governing board will have specific oversight of the school's arrangements for SEND. Jo Steel is our SEND link Governor. Governors and School leaders will:

- regularly review how expertise and resources are used to address SEND to build the quality of whole school provision as part of our approach to school improvement.
- Use data to monitor SEND provision and learning progress over time.
- Provide financial considerations regarding SEND provision and support.
- Publish an Annual Report for Governors of our SEND provision and impact in our school.

The School's SEND Information Report also details the implementation of the Governing Board's SEND Policy. The information will be reviewed annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the [Special Educational Needs and Disability Regulations 2014](#) and **must** include information about:

- the types of SEND that are provided for;
- policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENCo;
- arrangements for consulting parents of children with SEND and involving them in their child's education;
- arrangements for assessing and reviewing children's progress towards outcomes;
- opportunities available to work with parents and young people as part of this assessment and review;
- arrangements for supporting children in moving between phases of education and in preparing for the next steps in their educational career (transition);
- the approach to teaching children with SEND;
- how adaptations are made to the curriculum and the learning environment of children with SEND;
- the expertise and training of staff to support children with SEND, including how specialist expertise will be secured;
- evaluating the effectiveness of the provision made for children with SEND;
- how children with SEND are enabled to engage in activities available with children in school who do not have SEND;
- support for improving emotional and social development; this includes extra pastoral support arrangements for listening to the views of children with SEND and implement measures to prevent bullying;
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families; and
- arrangements for handling complaints from parents of children with SEND about the provision made at school

The above should include arrangements for supporting children who are looked after by the local authority and have SEND.

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PARENT/CARER RESPONSIBILITIES

The involvement of parents and carers can make a significant difference to the progress of all pupils but especially those with SEND. We strongly encourage you to:

- Work with the school to support your child's needs;
- Attend meetings regarding the education and welfare of your child;
- Take an interest in your child's education;
- Listen to your child's worries and anxieties;
- Support homework and extra-curricular learning activities;
- Ensure a high level of attendance and ensure your child arrives at school on time;
- Inform your child's teacher if he/she is worried about aspects of school life or work; and
- Follow recommended online learning programmes (eg. Mathletics, Spelling Shed), or other learning provided on your child's class webpage.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should contact the class teacher in the first instance. If dissatisfied, there is a formal complaints procedure which parents of SEND children may follow. Please refer to the school's Complaints Policy.

CONTINUOUS PROFESSIONAL DEVELOPMENT

There are training opportunities for all staff and governors with regards to SEND. These include in-school training sessions to advise all staff of current developments in SEND and support from services and outside agencies contributing to staff training as appropriate.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

DATA PROTECTION

The school follows the Data Protection Act 2018 and GDPR. All SEND documentation and reports are stored safely in a locked cupboard. If your child transitions to another school their documents will follow the child.

FUNDING

The SEND budget is allocated each financial year. The money is used to ensure appropriate resources, including support staff costs, are sourced to meet the needs of all those with SEND. The purchase of specific resources may be required to meet an individual child's needs.

LINKS WITH OUTSIDE AGENCIES

The school recognises the need to create positive relationships with outside agencies and providers so effective implementation of pupil assessment and provision is maintained. It is the responsibility of the SENCo to ensure that effective liaison between the school and external agencies is both positive and professional.

TRANSITION ARRANGEMENTS

It is the aim that all pupils experience a smooth transition to and from Holy Trinity CE Primary School. This is achieved through:

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- Discussions between the previous or receiving schools/teachers prior to the pupil leaving or starting Holy Trinity;
- Pupils' attendance at transition session(s) where they spend some time with their new class;
- Liaison between the schools' SENCos to pass on information regarding pupils with SEND;
- Personal support programmes for individuals where appropriate;
- Communication with parents and carers; and
- Provision of information about our school to new families

LINKS TO OTHER POLICIES

Accessibility and Disability Policy

Admissions Arrangements

Behaviour Policy

Complaints Policy & Procedures

Safeguarding and Child Protection Policy

Data Protection Policy (GDPR Compliant)

Data Retention Policy

Equality Policy

Health & Safety Policy

Medical Conditions Policy

School SEND Information Report

Local Authority Local Offer

These documents and policies can be found at the school office or on the school's website at www.holytrinityschsunningdale.co.uk

MONITORING AND EVALUATION

Governors will review the effectiveness, including its impact, of this policy annually.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....