



The Trinity CE Primary Academy

SEND Policy

Policy Date: September 2025

Review: September 2026

Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

The Trinity CE Primary Academy is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them.

Children have a *special need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 the academy.

Aims and Objectives

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher, SENCo or the appropriate governor has been informed by the local authority that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing effective provision for those pupils who have special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

- To provide personal, measurable targets that involve the children and parents that are reviewed on a regular basis.
- To work alongside parents, staff and outside agencies to identify and support children's additional needs.

Responsible Persons

The Responsible persons for SEND in The Trinity are:

Angus Brereton: Headteacher

SEND Governor: David Sibson

The person co-ordinating the day to day provision of education for pupils with special educational needs is Rebecca Owens (SENDCO)

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.

- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Specialist Provision

As a school there is disabled toilet provision and a shower. As a school, we aim to be fully inclusive where possible.

Medical Needs

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan/Statutory My Plan.

Access to the Curriculum

- The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response at SEN support

The school offers a differentiated curriculum with quality first teaching. When a pupil fails to make progress and shows signs of difficulty in some of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We will ensure we adapt the teaching, Classroom organisation and management and provision where possible. This will also include:

- In-class support by teacher/teacher assistant

- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Social skills programmes
- Speech and language programmes
- Fine motor/gross motor development

Resources will be allocated to pupils who are showing difficulty in the above areas and those children with a non-statutory Education Health Care Plans. (EHCP)

Levels of Support

At The Trinity CE Primary Academy, we provide the children with quality first teaching. When a child fails to make the appropriate progress we use the following steps:

First step intervention- this will be a target sheet which will be reviewed every term. The targets will be based on the barriers that the teachers have identified that are stopping the child from making progress.

SEND Support (Learning plan)- when a child requires a higher level of support and there are many barriers to learning, important adults and outside agencies will be involved and will help set targets for the child. The targets will be reviewed with all adults involved at least 3 times per year. At the review meeting we will discuss how far the pupil has come in relation to achieving their objects. The review may involve adapting and setting new targets.

Education Health Care Plan (EHCP)- If decided through support plan review, a request to assess for a statutory assessment maybe requested. A request will be sent to Wiltshire Council and a Lead SEND worker will be allocated. During the initial part of the process, they will decide if they are to continue with the assessment. If they do, the process will take 20 weeks in total. At the end of the process the child will have a statutory My Plan (EHCP). This will have their individual targets and the child will be allocated a set amount of funding, which will be allocated from county. The funding will be there to support the child to meet the outcomes in the EHCP. Where a pupil has a Statutory My Plan, the LA and school must review the plan at least once a year.

Identification and Assessment – a graduated response



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess - Class teacher and SENCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making

process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENCO or the Headteacher who will issue a copy of the Academy's Complaints procedure. The complaints policy is also available through the school's website.

Evaluating Success

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupil's progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2015.