

Durham Trinity School  
&  
Sports College



Whole School  
Policy for  
SEN

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:**

- **Equality Objectives;**
- **Accessibility Plan;**
- **Assessment for Learning;**
- **Anti-Bullying Policy;**
- **Medical Needs Policy**

### **1. DEFINITIONS**

#### **Definition of Special Educational Needs and Disability (SEND):**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 2015*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to 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 provision under Section 21 of the Children and Families Act 2014.

### **2. RATIONALE**

Durham Trinity School & Sports College is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that it is a whole school responsibility to ensure that the children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents/carers to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of

their child's needs and the best ways of supporting them. All parents/carers of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

### **Aims**

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children in school.
- To work effectively with a range of other external agencies;
- To make good links with mainstream schools, and special schools.

### **3. ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole.

#### **Governing Body**

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for overseeing the SEN department,
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policies.
- ensure that there is a qualified teacher/s designated as SENCO.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

#### **The Head teacher**

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCOs have adequate time to carry out duties and is able to influence strategic decisions about SEN.

- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year).
- report to the governing body how resources are deployed to meet provision.
- for new pupils; their banding reflects need and appropriate resources and training is provided to ensure pupils needs are met.

### **The Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCOs includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher for Looked after Children;
- advise on use of delegated budget/ other resources;
- liaise with parents/carers;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act; and
- ensure that SEN records are up to date.
- contribute to the in service training of staff

### **Class Teachers**

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the outcomes from EHC plans and monitor progress towards them
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

### **SEN Support Staff**

Class teachers work with SEN support staff to plan effective provision. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

### **4. RECORDING SEN**

Records are kept on all children, detailing steps taken to support them. Record files are kept by the SENCOs.

### **Medical Register**

The head teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCOs will become involved should a child's medical attention present a barrier to their learning.

### **5. ANNUAL REVIEWS**

It is a statutory requirement for children with an EHCP to have an Annual Review. At Durham Trinity School & Sports College School we hold annual reviews for children with an EHCP and termly interim meetings with teaching staff to review progress. Parents/carers and other agencies, where appropriate, are invited to the annual review. During these reviews, feedback is given about a child's progress and new outcomes are agreed where necessary.

### **6. STAFF TRAINING**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

## **7. POLICY EVALUATION**

The implementation of this policy will be monitored by the head teacher and SENCOs. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of all children attending Durham Trinity School & Sports College
- Progress towards achieving outcomes for all pupils
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils to make progress towards their outcomes;
- The ethos of the classroom and the extent to which pupils are well-cared for and supported.

**Date of Implementation: November 2017**

**Date of Review: September 2018**

**Signed SENCO:**

**Signed SEN Governor:**