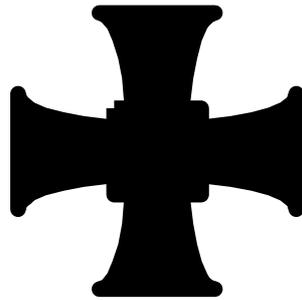


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Curriculum Policy

Reviewed: January 2025

Approved by the Curriculum & Staffing Committee: January 2025

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Next Review: January 2026 – the review has been deferred to the summer term 2026

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Trinity School provides a broad and balanced curriculum for all its students, differentiated to meet individual needs and abilities. Students may have special educational needs (SEND) throughout, or at any time during their school career.

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND.
- Sets out how our school will:
 - Support and make provision for students with special educational needs and disabilities.
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND.
 - Help students with SEND fulfil their aspirations and achieve their best.
 - Help students with SEND become confident individuals living fulfilling lives.
 - Help students with SEND make a successful transition into adulthood.
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

Trinity School is a Strategic Resource Base for Hearing Impaired students, students with Severe Learning Difficulties (SLD) and Autism Spectrum Disorder (ASD). The school is resourced to ensure that there is a good acoustic environment for Hearing Impaired students, which is suitable to meet their needs.

1. AIMS AND OBJECTIVES

- To identify students with SEND as early as possible and share information about their needs with all appropriate staff.
- To ensure all students have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for students with special needs without disadvantaging the education of the other students in school.
- To encourage students to develop confidence and self-esteem and a sense of responsibility for their learning and behaviour.
- To work in partnership with other professionals and parents in order to achieve the best for each student.
- To ensure students with SEND can fully participate in extra-curricular activities, clubs and school trips.

2. LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care

(EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.

- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors' responsibilities for students with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and Articles of Association.

3. ROLES AND RESPONSIBILITIES

3.1. The SENCOs

The SENCOs at our school are Mrs Diane Hadley and Dr Michael Seymour. They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made.
- Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching.
- Advise on support and teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential 'next' providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.
- When a student moves to a different school or setting: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or provision in a timely manner.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate.

- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Advise the LA, in consultation with the Headteacher, when a student needs an EHC needs assessment, or when an EHC plan needs an early review.

3.2. The Governing Board

The Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- 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 the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of students with SEND.

3.3. The SEND Link Governor

The SEND link Governor is Mr Healy. The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the Headteacher and SENCOs to determine the strategic development of the SEND policy and provision in the school.

3.4. The Headteacher

The Headteacher will:

- Work with the SENCOs and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCOs and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENCOs have enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- With the SENCOs, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCOs, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCOs and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

3.5. Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs.
- The progress and development of every student in their class.
- Working closely with any Learning Support Assistants or Specialist Staff to plan and include support and interventions, linked to classroom teaching.
- Support the SENCOs to review each student's progress and development.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to work towards achieving set SEND outcomes.

3.6. Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs.
- Asked to provide information about past support and involvement of agencies outside of school.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Support the school ethos and expectations, where SEN students participate as members of the whole school community.

The school will take into account the views of the parent or carer in any decisions made about the student.

3.7. The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

Students will participate as members of the whole school community, with regard to School ethos and expectations.

4. EDUCATIONAL INCLUSION

Trinity School aims to ensure that teaching arrangements are fully inclusive paying due regard to a variety of teaching and learning styles. The majority of students will have their needs met through normal classroom arrangements, appropriate differentiation, targeted support and monitoring by pastoral staff.

5. MORE SPECIALIST PROVISION – THE HOME GROUP

Trinity's "Home Group" is a small teaching group in which our students with the greatest additional need are taught for the majority of their subject lessons. Upon transition into Year 7, decisions about placement within the Home Group are made by the school SENCOs. The group allows for a highly differentiated approach and higher staff ratio, whilst allowing an age-appropriate and enriching peer group. Students in the Home Group are also allocated to a mainstream, mixed ability form group to ensure full inclusion in daily life at Trinity School. Students in Home Group have access to the full curriculum in line with their individual ability and needs. As students progress into Key Stage 4, they are supported through the option choice process, with additional, vocational awards and qualifications on offer that help to develop independence, life and employment skills alongside their academic progress.

6. STAFF DEVELOPMENT

Staff development opportunities are provided through the school's training menu and collaborative planning sessions. Outside agencies are involved in providing some training.

The SENCOs identify training needs which are arranged in consultation with the Assistant Head for CPD and Teaching and Learning and linked to the Improvement Plan and their responsibilities within the department.

The SENCOs are available to Early Careers Teachers (ECTs) to provide introductory training in SEN. In addition, SENCOs will provide ongoing training and updated information for all staff regarding individual students and SEND issues. The SENCOs and Specialist Advisory Teachers provide further training through the staff development menu.

7. IDENTIFICATION, ASSESSMENT AND REVIEW

The SENCOs work with all staff to ensure students who may need additional or different support to that normally found within the classroom are identified as early as possible. For some students, additional visits prior to joining the school are necessary. The following procedure helps inform appropriate intervention and monitoring.

- The SENCOs attend Year 5 and 6 EHCP Annual Review meetings. The SENCOs attend Year 7 primary transition meetings to collate SEND specific information and to begin making decisions on how to best support these students in school. Extra transition visits, sessions and tours are also offered to students with SEND prior to their main 'move-up day' towards the end of their time at primary school.
- Liaison with Year 7 tutors and SENCOs to pass on information about SEND students.
- Information to all staff about students in Year 7 and updated information on students in Years 8 to 13 (distributed at the beginning of each school year).
- During the first term of Year 7 there is assessment of SEND students using recognised tests (including reading, spelling and speed of processing).
- Writing of individual education plans (IEPs) and/or individual teaching plans (ITPs) in consultation with parents/carers, students, teachers and support staff for students receiving additional support.
- Annual reviews of Education and Health and Care Plans (EHCPs).
- From Year 9 onwards Inspira attend EHCP reviews and provide independent educational advice. The SENCOs bring adult social care transition services on board during Year 9 for those EHCP students who will require full ongoing support post-16. Post 16 providers and LA agencies are invited to offer input from Years 10 onwards.
- Consultation takes place with specialist advisory teachers, educational psychologists, and others for students we feel are making insufficient progress despite intervention and support. Multi-disciplinary meetings are held where appropriate.
- Links are fostered with local colleges and when students move school or go into further education, information will be forwarded to enable effective transfer. In Key Stage 4, students with EHCPs are supported in making decisions and transition activities, such as visits and taster sessions, which are set up where possible.

8. DEFINITIONS

8.1. Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

8.2. Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

8.3. The 4 Areas of Need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs in more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

<p>(C&I) Communication and interaction</p>	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall into this category.</p>
<p>(C&L) Cognition and learning</p>	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties (which impact 1 or more specific aspects of learning)• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>(SEMH) Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences
<p>(S&P) Sensory and/or physical</p>	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

9. SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

10. CONCLUSION

The school is committed to meeting the needs of all students. Parents have the opportunity to seek advice and help at any time during the year from the SENCOs. Any parent, who feels their child's needs are not being met, should make contact in the first instance with the SENCOs, or alternatively their child's Head of Year for problems other than learning difficulties. The school's complaint procedures are on the school website and can be made available by the school's Complaints Administrator. Under the SEN and Disability Act 2001 parents can request the services of the Cumberland Information, Advice and Support Service (SEND IASS) to help resolve any disagreements. The SENCOs will provide more information about this on request. The local parent partnership coordinator can provide independent support and advice.