



POLICY	SEN & Disability Policy
APPROVED BY	Curriculum, Standards Ethos & Wellbeing Committee
DATE ADOPTED	October 2025
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Matthew 18:5

“And whoever welcomes one such child in my name welcomes me.”

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1. Legislation

This policy is governed and informed by the statutory legislative framework set out in the:

- Education Act 2002
- Equality Act 2010 (section 20): Advice for Schools May 2014
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010)
- Children and Families Act 2014 Part 3
- The Special Educational Needs and Disability Regulations 2014
- Supporting educational needs and disability code of practice: 0 to 24 years January 2015 (SEN Code of Practice 2014)
- Schools Admissions Code, DfE 1 Feb 2012

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

Behaviour Policy, Safeguarding Policy, Complaints Procedures, Admissions Policy and (Equality (access) Accessibility plan), Inclusion Equality Policy, Positive Handling Policy, Teaching and Learning Policy and Medical Needs Policy.

2. Inclusion and equal opportunities for pupils

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

All clubs, trips and activities offered to pupils at Holy Trinity are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Risk assessments are carried out to ensure the safety of a visit or activity both on and off the school site. 'Planning visits' are also made to all off site venues by staff leading any educational visit. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of a SEND pupil in an activity. For some pupils with SEND, an off-site visit can cause a great deal of heightened anxiety and upset. There may be occasions where a parent may accompany their child on an off-site visit as a way of reducing their child's anxiety and upset, so that they are able to safely access the opportunity alongside their peers. This will be addressed on a case-by-case basis through consultation with parents/carers and the school.

3. Definitions

Special Educational Needs

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.

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

- a) Has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15).*

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.

Disability

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

There are many misconceptions around disabilities and they encompass a range of impairments including those with communication difficulties, Tourette's syndrome and Autism.

4. The four areas of need

There are **four** broad areas of need are mentioned in the revised Code of Practice 2015. These are:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health Difficulties (SEMH)
4. Sensory and/or Physical needs

Area of need	
Communication and interaction	Pupils 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. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Special Educational Needs Provision at Holy Trinity

Holy Trinity is a mainstream Church of England Primary school. We aim to meet the needs of all pupils within our school and adhere to the SEND Code of Practice (2014) ensuring reasonable adjustments are considered for all pupils with Special Educational Needs and/or Disabilities. We have pupils on the SEND Register both with and without an Educational Health Care Plans (EHCP). We support pupils with the four areas of need, Cognition and Learning (C&L), Communication and Interaction (C&I), Social Emotional and Mental Health (SEMH), and Physical and/or Sensory Needs. We also seek specialist advice and make use of the local offer for pupils where necessary to ensure that all pupils have access to an education at Holy Trinity despite their needs.

6. Admissions

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan are made in accordance with the schools Admission Policy and does not discriminate against or disadvantage disabled children or those with special educational needs.

7. Role and Responsibilities

The SENCo

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil'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 pupils with SEN, including those who have an EHC plan.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution 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 pupils 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

The SEND link governor

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 SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils 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 pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, 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 SENCO, 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 SENCO 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.

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and inclusive of the mainstream core standards.
- Write and implement the graduated approach including bespoke curriculums.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

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 pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings three times a year to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to feedback on the targets set and agree with the aspirations outlined.
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided where possible.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Giving feedback on the effectiveness of interventions and support

The pupil's views will be considered in making decisions that affect them, whenever possible.

8. The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

At Holy Trinity we monitor and assess the progress of all pupils regularly to review their academic progress.

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

At Holy Trinity we regularly evaluate the effectiveness of our provision for SEND pupils. Pupil progress meetings are held termly. The impact of provision for all pupils, including SEND pupils is assessed and monitored. In addition, SEND pupils with provision plans have their outcomes regularly reviewed and after listening to the views of the pupil, parents/carers, teachers and specialist support staff, new targets are set.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

9. Teaching pupils with SEND

At Holy Trinity high quality teaching is the first step in responding to pupils who have or may have a SEND. *SEN Code of Practice (2015, 6.37)*

At Holy Trinity the quality of teaching is judged to be good in our last OFSTED inspection.

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standard> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one-to-one support / small group teaching, use of ICT software learning packages, or specialised intervention programmes.

10. Additional support for pupils with SEND needs

At Holy Trinity additional support for learning is available to pupils with special educational needs. As part of our budget we receive 'notional SEN funding'. This funding is used in part to ensure that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and these are highlighted on the Provision Maps, which are reviewed at the Pupil Progress meetings.

The Governors and the Senior Leadership Team keep this provision under regular review.

11. Emotional and Social Development of SEND Pupils

At Holy Trinity we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through PSHE lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also provide a safe space for pupils to use when upset or dysregulated, especially at lunch and play times, with an identified member of staff to offer a listening ear. If necessary the pupil can be internally referred to our Emotional Literacy Support Assistant (ELSA), or for an external referral to Kent School Health, Hummingbird (child counselling service), or Children and Young People's Mental Health Service (CYPMHS).

12. Staff Training

At Holy Trinity all teachers and teaching assistants have been trained in

- Child Protection/Safeguarding
- Equality
- Online Safety
- SEN Code of Practice 0 - 25

Staff have different skillsets and specialisms which could include:

- | | |
|--|---|
| • Dyslexia, ASD and ADHD Awareness | • Dyslexia Screening |
| • Language Link | • Speech Link |
| • BEAM (motor skills) | • Positive Play |
| • Fresh Start (reading catch up) | • Sensory Circuits (social/emotional) |
| • Forest School (social skills/resilience) | • Beat Dyslexia |
| • Synthetic Phonics | • Power of 2 and Plus 1 (numeracy) |
| • Precision Teach | • Clever Fingers (motor skills) |
| • Building Reading Stamina (BRS) | • Inference Intervention – Reading between the lines. |
| • Executive Functioning | • Write from the Start (fine motor/handwriting) |
| • Metacognition | • Time to Talk/Talkabout (social skills) |

Where a training need is identified that is beyond this, we will endeavor to access more specialised training from Kent CPD and The Adult Education Centre. Input is also provided by our Educational Psychologist, Speech and Language Therapists and our Community of Schools.

The cost of most training is covered by the notional SEN funding. More specialised/individualised training can be paid from the Top Up Funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

13. Pupil Voice

When a pupil has been identified as having a special educational need, because special educational provision is being made for him or her, the pupil will be consulted in an age appropriate manner about arrangements made for them as part of person-centered planning. Parents/carers will continue to play the significant role in the early years with the young person taking more responsibility and acting with greater independence in later years.

14. Accessibility

The school has an accessibility plan that states how we make reasonable adjustments within our school for pupils.

15. Transition

At Holy Trinity we work closely with parents/carers and the settings used by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For prospective pupils entering EYFS, who already have identified SEND needs, visits are made to the pre-school setting and the home by the SENCo, class teacher and/or classroom support assistant. For casual admissions, the previous school is contacted by the SENCo if the child is designated as SEND with support.

We also contribute information to a pupils' onward destination by providing information to the secondary school. The SENCO of the secondary school is invited in to observe the pupil in their familiar setting and a transition plan is discussed and agreed with the pupil, parents/carers and both schools to assist with a smooth transition. In consultation with the secondary school, we can also arrange additional transition visits for some pupils with SEND, if it is deemed essential for the successful transition of the pupil. The SENCO also attends an event organised by the

16. Complaints Procedure

The normal arrangements for the treatment of complaints at Holy Trinity School are used for disagreements about provision made for special educational needs. We encourage parents/carers to discuss their concerns with the class teacher, SENCo or a member of the Senior Leadership Team to resolve the issue, before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

17. Support Services for Pupils with SEND and their families

The governing body have engaged with the following bodies: -

- A Service Level Agreement with an Educational Psychologist service.
- A Service Level Agreement with a Speech and Language Therapist.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Referrals for Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum and NASEN
- Referrals to the school nursing service, or Early Help, who can offer advice and signpost families to commissioned services to support families with accessing agencies outside of school.
- Referrals to Community Paediatrics and Kent CYPMHS (Children and Young People's Mental Health Service).

KCC Local Offer

Information on the Local Authority's local offer is published on [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Parents without internet access should make an appointment with the SENCO for support to gain the information they require, as stated in the SEND Code of Practice 2015 (6.39)

Information Advice and Support Kent (IASK) is a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability provided by Kent.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions and so to that they feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

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