

FEDERATION OF TROSNANT SCHOOLS



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SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

This policy should be read in conjunction with the following statutory legislation and guidance:

- Children & Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of Practice 2015

This policy links to the following in-house policies:

- The Equal Opportunities Policy
- The Teaching and Learning Policy
- The Behaviour Policy
- The SEN information report.

OUR VALUES AND VISION FOR SEND PROVISION IN OUR SETTING:

At the Federation of Trosnant Schools, our aim is that our pupils will reach their full potential in education and personal development by receiving the highest of standards of teaching and caring. We believe that every child has an entitlement to a broad, balanced and relevant curriculum, adapted according to need. At Trosnant, we feel that, for all our children, expectations should be high and that staff, parents and other agencies work together to ensure that barriers to learning and



Everyone will achieve their best!



achievement are removed. We strive to achieve this by differentiating the curriculum and our approaches to teaching and learning, in ways that enable all children and young people to benefit.

Objectives:

We believe that the key to academic achievement is high quality teaching that is personalised to meet the individual needs of the children in our care. However, we acknowledge that for some children, they will require educational provision that is additional or different to this. Where this is the case, staff will work collaboratively with the parent, child, and where appropriate, external agencies to develop strategies and adaptations that ensure that we are best meeting the needs of the child and to ensure that they are able to engage and achieve in their learning.

Personalisation to the curriculum is captured in a plan that is agreed with the parent and the child.

Our definition of SEND:

At the Federation of Trosnant Schools, we believe that a child or young person has SEND if they have a long-term and substantial learning difficulty or disability which calls for provision that is additional to or different than that made generally for other children or young people within our setting.

Our definition of SEND provision/SEN support

For children who have additional needs, we endeavour to make reasonable adjustments and adapt access arrangements so that they are not at a substantial disadvantage when compared to their peers. The reasonable adjustments that we make can be to procedures and practices to ensure that children who require SEND support are not disadvantaged when compared to their peers. We also work towards ensuring that our school is accessible for disabled pupils – which includes both the physical environment and access to a broad and balanced curriculum.

At the centre of our SEND provision are the wishes of the child and the parent, where these are compatible with the efficient education of others.

Provision:

The school adopts the graduated approach to SEND provision, where a clear Plan, Do, Review Cycle underpins our provision:



(This approach is outlined in detail in our SEN Information Report)

Staffing provision at both the Infant and Junior school includes Learning Support Assistants in each year group, a team of trained ELSAs (Emotional literacy support assistants), SEMH (social, emotional and mental health) assistants, THRIVE practitioners, a Pupil Support and Guidance Manager, speech and language assistants, and when needed, additional support assistants for children with educational health care plans (EHCP) as appropriate.

Educational provision for pupils with SEN is arranged by the class teacher in liaison with the Assistant Head teacher - Inclusion, Head Teacher, parents and carers. Outside agencies will be involved when appropriate to support the school and parents/carers in achieving the best outcome for children with additional needs.

The Assistant Head Teacher – Inclusion is responsible for the day-to-day operation of the SEN policy and maintaining an up-to-date register of children with SEN.

Through careful planning, differentiation and monitoring we ensure that children with additional needs access the full curriculum at their own level. In addition to this, specific intervention programmes may be provided to address the needs of the whole child. For example, a social skills programme, a speech and language programme, or a memory skills programme. This provision is available to all children, including those who have short term needs and may not be identified on the SEN register.

Pupils with medical conditions:

All children with significant medical conditions that require additional support to manage are supported by Individual Health Plans (IHP).

For further information about the personalised provision provided for these children – please refer to our Supporting Pupils with Medical Needs policy.

Staff training:

During the past couple of years, we have placed a high priority on training which supports the professional development of staff around SEND.

The priorities, in our context, have been around developing and strengthening our social, emotional and mental health (SEMH) provision – particularly in relation to COVID recover. Alongside this we have developed our understanding of how best to support those pupils with communication and Interaction needs.

We have also focused training on supporting staff to remove barriers for SEND pupils. This has included training around questioning, small group work and task design.

Where provision has been required in other areas, relevant training has been identified for groups or individual staff members.

We believe that continued professional development is the key to ensuring that staff feel confident to meet the needs of all pupils within their care and that the provision we adopt for individual children reduces barriers to learning.

Requesting an EHC needs assessment:

For some children, their needs may be greater than can be reasonably carried out through our core and notational funding. Where this is the case, it may be appropriate to request an EHC assessment for the pupil. This is a collaborative request agreed between the school and the parent/child.

Where a parent feels that a child requires an EHC assessment, but the school feels that the child's needs are able to be met through reasonable adjustments, parents and the school will continue to work together to ensure that the needs of the child are met. Parents are entitled to make a parental request.

Children with EHC plans:

Where a child has an EHC plan, the school will ensure that they are using additional funding to put in place provision that supports the objectives on the EHC plan. Historically, the additional funding has identified LSA hours. However, the local authority are moving away from this approach so that funding can be used more creatively around the child's need and in providing more specialist services which support the child to develop in independence and prepare them more readily for adulthood.

Assessment:

The school will follow a graduated approach to assess children following the guidelines in the new SEN Code of Practice (2014).

The action the school will take will be:

1. The class teacher is responsible for identifying children within the class who have special educational needs based on the 'Criteria for the Identification of SEND' policy.
2. Relevant information about the child's difficulties will be gathered. The child's progress in class will be monitored.
3. Parents will be advised of the pupil's additional needs and, if appropriate, the child will be placed on the SEN register. The class teacher will plan and implement appropriate support within the class. This will be discussed and developed with parents to form a plan.
4. Additional assessments may be carried out by the AHT, the class teacher or by a Learning Support Assistant. The results of these assessments will help in the planning of individual programmes.
5. Progress will be regularly reviewed by class teachers and AHT, with advice being sought from the appropriate Outside Agencies if necessary, including the use of Hampshire Educational Psychology consultation sessions, phone line advice service or the Primary Behaviour Support Service.

Parental involvement:

All parents are informed if the school is concerned about any aspect of a pupil's progress and are at the centre of the decision-making process. Additional support is planned for and recorded on teachers weekly planning or a behaviour plan (now known as Positive Response Plans) is drawn up for the child. Parents will be given advice about how they can support their child.

Should any parents have concerns about the special educational provision within the school they should initially contact the class teacher. Then, if they wish, they may contact the AHT or the Executive Head Teacher.

Parents will be informed of the way that SEN works at our school through signposting to the SEN Information Report and links to Hampshire's local offer on the school's website.

If the concern remains unresolved, parents may contact the Chair of Governors and will be advised of the County guidelines.

Partnerships with external agencies:

We have regular contact with a number of support services. The range of agencies and frequency of contact will vary according to the needs of the children within our setting.

Transition work between year groups, Key Stage 1, Key Stage 2 and secondary schools, especially prior to transfer between key stages, ensures continuity of progression in meeting the needs of identified children with SEN.

SENCO circle meetings provide regular termly opportunities to meet with other professionals across all phases.

Links with voluntary organisations and Children's Services will be made when it is appropriate.

Equally, our contact with Occupational Therapists, Speech Therapists and other medical staff is dictated by the needs of the children.

Data protection:

As far as is reasonably practicable, all records pertaining to pupils with SEND are kept securely so that unauthorised persons do not have access to them. No information will be shared with external agencies without the consent of the parent/child, unless there is a safeguarding reason behind this.

Governors:

The Governors are committed to providing for a high level of SEN support, both teaching and support staff, as needs and budget dictate. The Governors are kept informed of children's needs and provision by the Assistant Head teacher for Inclusion (AHT) through termly reports.

The AHT meets regularly with the SEN governor. The SEN governor is Lily Thompson.

Evaluation of the SEND policy:

The SEND Policy will be judged using the following success criteria:

- SEN register up-to-date and parents informed.
- Outside Agencies involved are providing effective support for children who require it.
- Annual reviews are held for children with educational health care plans.
- Internal and external data indicates that progress has been made by children with additional needs. Where this is not the case, external agency support will be accessed as appropriate.
- Training provided to support staff.
- Regular meetings held with Support Staff to review programmes and resources to be shared.
- Positive support and response from parents.
- Budget allocation spent on appropriate resources to meet needs.
- Information provided for governors and all staff.
- SEN Governor actively involved by meeting with the AHT termly.
- Support plans – including Passports for Learning, Positive Response Plans and Education Health Care Action Plans – will be in place to support children with additional needs. These

will represent the current provision in place to support children and will be reviewed regularly with the child and parent/carers.