



# HOLY TRINITY

A Catholic and Church of England Voluntary Academy  
The Hallam Schools' Partnership Academy Trust

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Rationale

The Christian belief that each person is made in the image and likeness of God is the core value underpinning all our relationships, actions and policies. Holy Trinity is a community which seeks to understand and live out the teachings of Jesus Christ where each individual can learn to grow, mature and develop in line with the school ethos and characteristic. We believe it is our duty to maintain and develop our inclusive ethos in which every pupil can grow to realise their full potential in all aspects of their lives.

### Objectives

This policy takes into account the Revised Code Of Practice for the identification and assessment of children with Special Educational Needs (SEN) (2014), including the Disability and Children's Acts.

The objectives of this policy is to ensure that:

- Staff and pupils have a clear understanding and commitment to developing and maintaining an inclusive community and fostering mutual understanding and respect for each other
- Staff are able to identify and provide for pupils who have SEND needs.
- Staff have effective strategies to work with pupils who experience barriers to learning
- Pupils can learn effectively in a supported and nurturing environment and make progress in line with their cognitive ability
- Pupils are prepared for the challenges and responsibilities of adult life regardless of their abilities
- Pupils develop their self-worth and self-esteem

### Roles and Responsibilities

**The Governing Body** has strategic accountability for agreeing, revising, monitoring and evaluating the SEND Policy. This role is delegated to the Ethos, Welfare and Admissions Committee.

**The Headteacher** has overall responsibility for ensuring that special needs provision meets the requirements of the SEND Code of Practice 2014 and the Disability Discrimination Act, and that an Accessibility Plan is in place to ensure continued development of our strategies for inclusion.

**The designated Leadership Team member** is responsible for the strategic management of the SEND policy within the school.

**Heads of Department and the Leadership Team** are responsible for monitoring the quality of teaching and learning. They work with subject staff to ensure dynamic schemes of work address the needs of all pupils, enabling them to achieve appropriate standards. They also support teaching staff in developing increasingly effective strategies for meeting the needs of pupils with SEND.

**Heads of Department and Curriculum Team Leaders** monitor the progress of pupils with SEND and ensure that appropriate strategies are being implemented by individual teachers and discuss any concerns with the teacher and the SENDCo.

**The Educational Special Needs and Disability Co-ordinators (SENDCo)** are responsible for the day to day operation of the SEND Policy in the school. The SENDCos will co-ordinate the provision made to support individual pupils with SEND. The SENDCos will provide professional guidance to staff and will work closely with staff, parents and other agencies.

**The SENDCos and Teaching Assistants** work in partnership with teachers to increase access for all pupils to effectively learn in an inclusive environment.

**Teaching Assistants** attached to individual departments in the secondary phase work with identified pupils or groups and assist with the SEND provision within their department in consultation with the SENDCo and the Head of Department.

**All staff** contribute to the inclusive ethos of our Christian community.

**Staff** develop teaching strategies to maximise learning for all pupils within all teaching environments – Quality First Teaching.

**All staff** are responsible for the identification, monitoring and evaluation of progress of pupils with SEND.

**Parents and Pupils:** Parents support the development of their children's skills by working in partnership with the school to achieve the highest standards of learning possible for their children

The views of pupils are taken into account as a valued contribution to the process.

## Approach

- Before entry, the special educational needs of all pupils are identified through communication with feeder schools and the Local Authority. On entry, further assessment takes place including a range of screening, diagnostic tests and teacher assessments.
- Detailed information about the individual pupils needs and suggested teaching approaches is compiled and made available to staff to plan and inform their teaching
- Pupils identified as having SEND will be categorised into 4 Broad Areas of Need:
  - **Communication and Interaction** (includes Autism Spectrum Disorder (ASD), Speech, Language and Communication)
  - **Cognition and Learning** (includes Specific Learning Difficulties such as Dyslexia and Dyscalculia and Working Memory Deficit)
  - **Social, Emotional and Mental Health** (includes Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD))
  - **Sensory and Physical Needs** (includes Visual Impairment, Hearing Impairment, Developmental Co- ordination Disorder)

Identification enables the school to identify the action required and any support provided will be based on a full understanding of the pupil's particular strengths and needs.

- For identified pupils, SEND support will take the form of a four part cycle known as the graduated approach: Assess, Plan, Do and Review in line with the requirements of the 2014 Code of Practice. Where necessary, external support agencies will be involved with identified pupils following consultation with parents and pupil
- In providing for pupils with SEND, resources are allocated to ensure maximum access to effective education within the limits of the school's available resources
- The SENDCos produce Student Support Plans and Individual Education Plans for identified pupils. These are reviewed with pupils, parents and staff and are used to assist in meeting pupils' particular needs
- Specialist literacy teaching as well as a range of interventions are delivered to identified pupils whose reading/spelling age falls well below the expected standard
- Pupils are assessed for eligibility for Access Arrangements in external exams and appropriate provision is put in place.
- Staff training and development needs are identified through School Self Review processes and are integrated into the School Improvement and Continuing Professional Development Plans
- Additional support is made available for identified pupils with special educational needs during transition phases

## Intended Outcomes

- Staff are fully aware of pupils' profiles of need and plan and deliver high quality lessons in response to the individual needs.
- Learning activities enable pupils with special educational needs to make progress alongside their peers and facilitate maximum access to the curriculum including the National Curriculum. Where appropriate, pupils have Student Support Plans and Individual Education Plans which are relevant and which contribute positively to learning.
- Access to specialist services and external support agencies to provide advice and training to the school in meeting the needs of particular pupils is available. Pupils with special educational needs experience a high quality inclusive education throughout their school life at Holy Trinity and achieve their potential alongside their peers

## Key named people:

Leadership: Mrs L Oldcorn

SENDCo: Mrs A Talbot

Assistant SENCo: Mrs J Franey, Mrs B Chaudhary

SEN Administrator: Ms S Scott

SEND Link Governor: Mrs J Willis

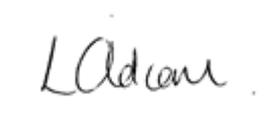
## Links to Other Policies and Documents

- Accessibility Plan
- Admissions Policy
- Children and Families Act 2014
- SEN Code of Practice 2014
- Equality information and objectives document
- Supporting Pupils at School with Medical Conditions
- Personal and Intimate Care Policy
- Safeguarding Policy
- Teaching and Learning Policy

## Policy Review

This policy will replace the previous policy and will be reviewed in by the Ethos, Welfare and Admission Committee of the Governing Body every year.

The policy was last reviewed and agreed by the Ethos, Welfare and Admission Committee on 5<sup>th</sup> November 2020 and is due for review before November 2021.



Signature .....  
Head Teacher

5/11/2020  
Date .....



Signature .....  
Chair of Committee

5/11/2020  
Date .....