

Holy Trinity CE Junior School



Policy for:	SEND Policy
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Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	By the end of July 2027: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children will know how to be healthy, safe and enjoy life to the full!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence : "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Principles

Our school vision is our philosophy for the nurture of all of the children at Holy Trinity School, including those with Special Educational Needs. Our Church school ethos places great value on the importance of the individual. This policy seeks to give guidelines to ensure our aim is achieved.

Aims

- All children with Special Educational Needs reach their full potential in every area.
- All Children with SEND will have access to a broad, balanced and relevant curriculum, including the National Curriculum, are exposed to cultural capital, are integrated into school life and supported in developing their character.
- The school will provide equality of opportunity for all SEND pupils, physically socially and intellectually.
- To endeavour to identify and support any SEN
- The learning, quality of work and progress of SEND pupils is ambitious relative to their starting point.
- The school will work in partnership with parents/carers, the child and multi disciplinary agencies to ensure that their voices enhance the progress of all SEND children.
- Parents will be informed of the provision made for their child and have a clear understanding of the SEND process and how they can support their child in their learning.

Practice

To be read in conjunction with the SEND Report and SEND Handbook

- Children who have Special Educational Needs (SEND) will be identified through paperwork from their previous school or through the criteria and assessments listed in the SEND Handbook.
- Class teachers have overall responsibility for the education of children with Special Educational Needs within their class and ensuring that the work and environment is differentiated with reasonable adjustments and high quality provision being made.
- Class teachers will liaise with their own Year Team and the SENDCo to ensure that barriers to achievement are removed, the school's provision meets the needs of the children with SEND and targets are aspirational.
- Detailed records are kept about children with SEND to ensure that progress is monitored and made.
- The views of the child are sought and taken into account where relevant.
- Parents have a vital role to play in supporting their child's education and they will be regularly consulted. Their views will be taken into account at all stages.
- Children with SEND will be well prepared for transitions within the educational setting.

- The SENDCo tracks the child's provision in SEND through the school and reports on the patterns of progress to the SEND or Leadership Team and the Governing Body.
- There is a complaints procedure in place in the school. In the case of SEND there is provision through an organisation called SENDIST
- The school access plan is part of the Equalities policy. The provision of the access plan is monitored by the Finance & Premises Committee of the Governing Body.

Monitoring and Evaluation of Practice

Provision for children with SEND is a matter for the school as a whole. The Governing Body will have the statutory duty. The Head teacher and the Deputy Head teacher have responsibility for the strategic management issues of SEND and the SENDCo is responsible for the day to day management of the policy.

The SENDCo will report to the governing body formally at the Pupils' and Curriculum Committee once per term.

SEND progress is tracked half termly via Pupil Progress meetings with SLT. Individual Provision Plans are updated termly.

Termly learning walks and book looks also monitor day to day provision and effective practice.

The Governing Body will agree the SEND Policy through the Pupils' and Curriculum Committee. This will be reviewed every two years.

(Appendix 1 Equality Policy

Appendix 2 SEND **Handbook**

Appendix 3 SEND Information Report)