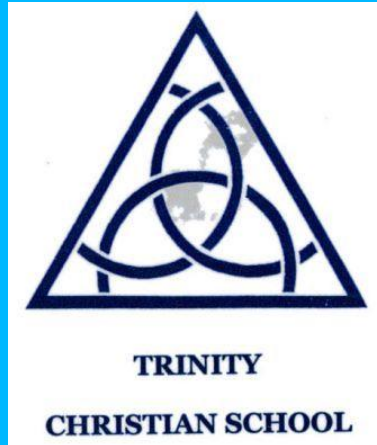


Trinity Christian School Nursery, Primary & Secondary



Special Educational Needs Policy

Reviewed Date:	Dec 2021
To be reviewed:	Autumn 2022
Policy sent to be reviewed by Governors Date:	13/12/2021

Special Educational Needs

This Policy has been revised with reference to the SEND Code of Practice.

The most important aspect of Special Education is to instil in children the view that they are unique individuals, who have great worth and are loved by God for who they are and not for what they can achieve. As it says in Psalm 139 v 14:

*'I praise you because I am fearfully and wonderfully made;
your works are wonderful; I know that full well.'*

The staff at Trinity undertake to pray for each child and commit them and the work they do to the Lord.

*'Commit your work to the Lord,
and your plans will succeed.'*
Proverbs 16 v 3

Christ-centred teaching has as one of its primary aims, to teach students to develop and use the talents God has given them. This non-competitive attitude was expressed in the parable of the talents, where it was made clear that in God's eyes, the important thing is what an individual does with what has been given, rather than in competition or comparison with others (Matthew 25 v 24).

It is acknowledged that each individual child bears the image of God and has the unique potential to learn, grow and achieve. Therefore, any tests or assessments should enlarge, rather than limit, the staff's understanding of the individual involved.

Aims and Objectives

- Develop a good rapport with the children and an attitude of cooperative learning.
- To provide individual programmes and keep relevant records for each child.
- To develop a zeal for life, learning and service by providing a good model for the children.
- Sharpen and extend the 5 senses as God-given tools of perception, using a multi-sensory approach to teaching and learning.
- Identify and develop particular gifts and talents to their fullest potential.
- To encourage good work habits such as listening attentively, following directions and concentrating on the task at hand.
- To develop skills in sequencing and memory building.
- To develop communication skills.
- To develop literacy skills.
- To develop numeracy skills.
- To support children at Trinity who have an existing Education, Health and Care (EHC) plan
- To work with external professional bodies where appropriate.

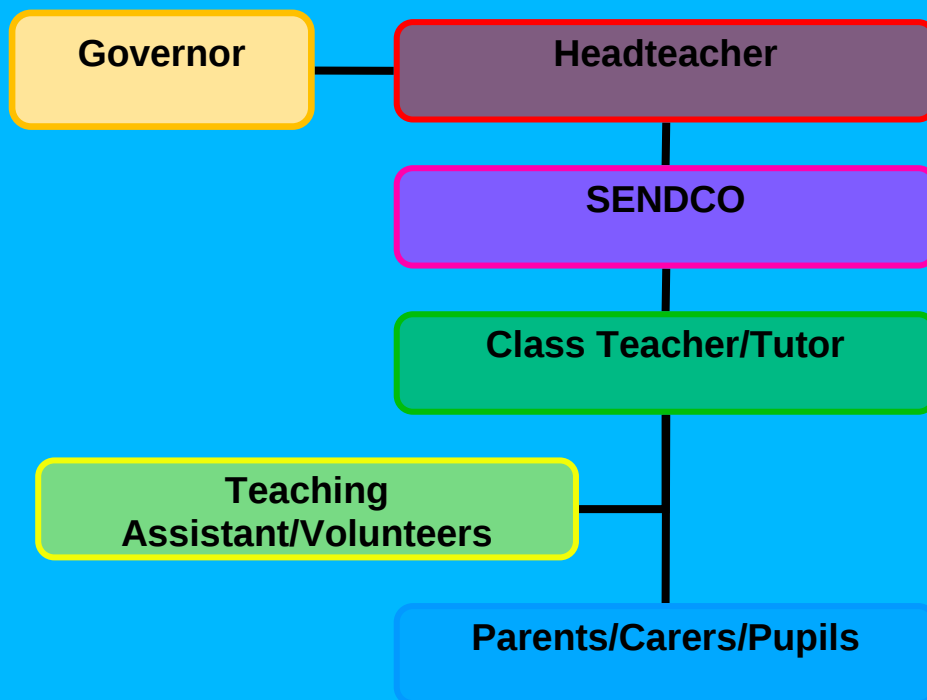
Roles and Responsibilities

Mrs Bamford (Secondary) & Mrs Fisher (Primary): Special Educational Needs Co-ordinator responsible for overseeing all aspects of SEND provision at Trinity.

Mr Chadwick - Designated SEND Governor

Structure of Trinity School's S.E.N. Department

(Lines of communication are two-way)



Job Description of the SENDCO/Specialist Teacher

Main objectives:

1. To record and collate the concerns of staff for children with special educational needs and /or EHC plan within school, and to ensure records are up-to-date.
2. To coordinate provision for children with special educational needs.
3. To be a key point of contact with external agencies, especially the local authority and its support services.
4. To advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
5. To liaise with the Headteacher, Exams Officer and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

Details of functions:

1. Undertake appropriate monitoring of students to identify any additional needs.
2. Initiate SIPs (School Intervention Plans) and keep relevant records for each child.
3. Initiate and supervise Learning Support Assistants' work.
4. Seek training and advice for teachers and volunteers.
5. Liaise with teachers and parents regarding the individual's progress and attainment.
6. Wherever appropriate, involve the pupil in the review and planning process.
7. Liaise with, and share ideas with the other Special Education teachers from both state and independent schools through attendance at seminars, visits to other school, etc.
8. Source outside agency help and advice where necessary.

Stages of Identification, Assessment and Action (See Fig. 1)

Some pupils arrive at Trinity with an existing EHC plan. In this case the SENDCO will liaise with parents, teachers and professionals to ensure that the pupil's needs are met in an appropriate way in this setting.

Other children are initially identified when concern is expressed by the parent or teacher/tutor. Work is carried out as follows: (A summary is provided in Fig. 1)

Stage 1: Children's needs are managed in class by the class or subject teacher. Differentiation may be made in a number of ways; simpler worksheets, more time, less written recording - maybe pictorial / oral recording is acceptable, fewer or simpler spellings / tables to learn.

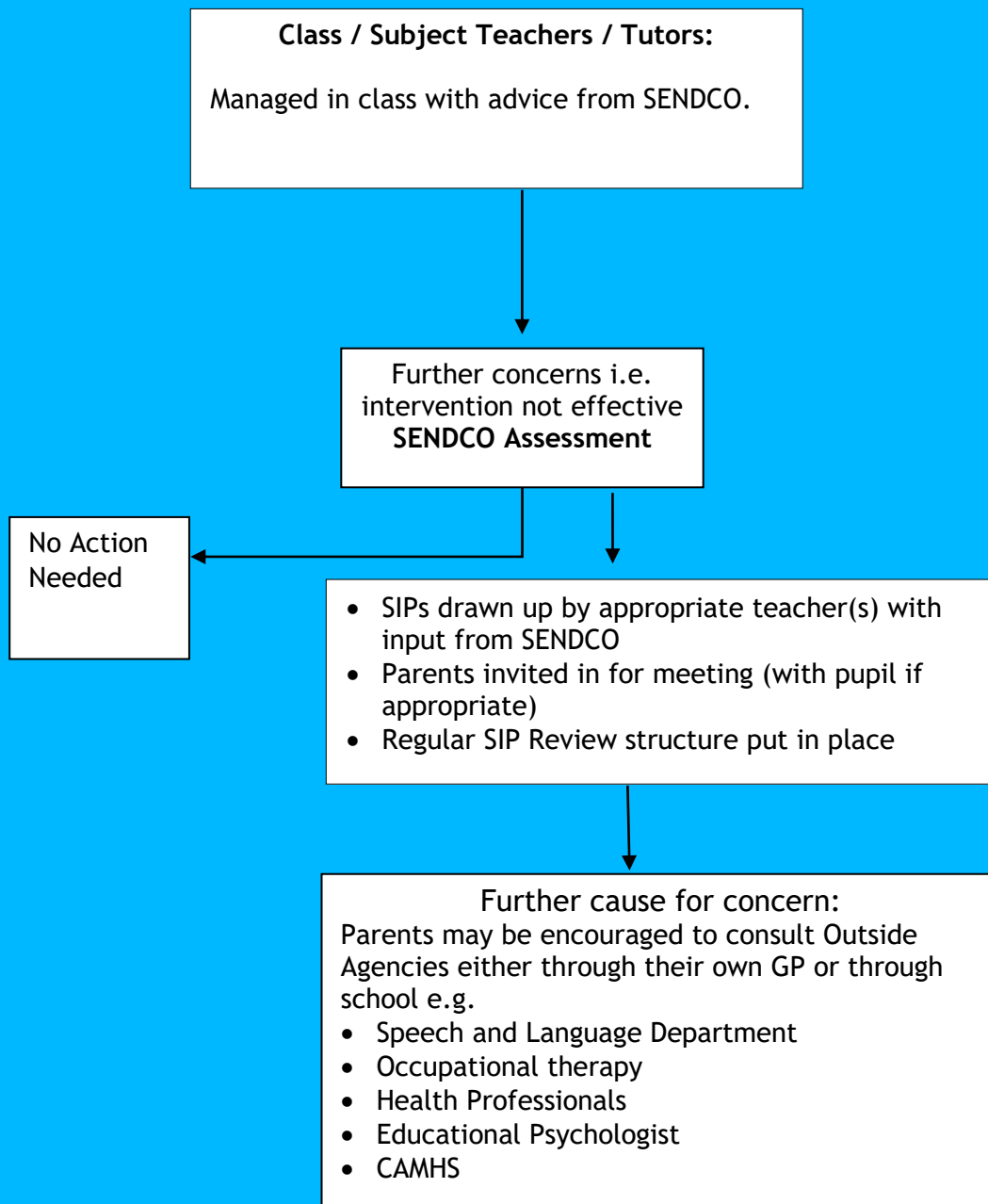
Stage 2: If further support is needed, then the teacher will discuss the matter with the SENDCO and produce a School Intervention Plan (SIP) for the student in consultation with the SENDCO. Parents will then be invited to meet with the teacher to discuss the SIP and ways in which school and parents can partner together to support the pupil. Alternatively, they may include their differentiation in their planning records.

Stage 3: If appropriate the SENDCO will meet with the parents and will suggest diagnostic assessment by an outside agency.

SEN Audit/Review:

We audit and review SEN pupil needs twice a year in Term 1 and Term 3. This is usually done in Department Staff Meeting. At the SEN audit/review or following teacher assessment/CAT tests, students' needs are reviewed. A pupil may have made sufficient progress to be taken off a SIP or he/she may need to continue to have some form of additional support.

Stages of Identification, Assessment and Action
Fig. 1



General Testing

See Testing and Assessment Policy

Methods of Reporting to Parents

1. By letter, informing them that their child has been identified by their teacher as needing additional learning opportunities.
2. By letter, informing them that their child has been identified by their performance as needing additional learning opportunities.
3. By appointment to discuss their child's learning programme.
4. By appointment to discuss their child's progress on the learning programme and any other concerns.

Meeting Additional Needs

Where a child has been identified as having additional needs, additional support will be put in place to meet these needs. The type and amount of this support will vary depending on the child's individual needs but may include:

- Differentiated activities and resources.
- Additional resources and speciality equipment.
- The use of technology such as computers and I pads.
- Additional support from class teachers.
- Additional support from class teaching assistants/learning support assistants.
- Additional support at break and lunch times.
- The use of small step assessment and monitoring of progress. A plan, do, review process will be used to ensure the effectiveness of any support. This process will involve both the children, parents and any other relevant people involved with the child being supported.

Working with outside agencies in order to identify and meet the needs of our children

It is sometimes necessary to work with outside agencies. Before this happens, parents will be consulted to ensure they understand the impact of this and give their consent.

These may include (but are not limited to):

- Social Services
- Education Welfare Service
- GP surgeries
- Speech Therapy
- Occupational Therapy
- CLASS
- BLIS
- ISCAN
- Educational Psychology