



The Trentside Federation

Haxey CE Primary School

St. Martin's CE Primary School

West Butterwick CE Primary School

April 2024

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015), DfE/DoH, which requires all schools to 'have regard to the Code of Practice'. The policy is written in conjunction with all stakeholders of the schools.

Section 1: Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

'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 has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age;

Or

'has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

(Section 1: xiii; xiv)

Many children and young people who have SEN may 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'*. (Section 1: xviii).

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

There are four categories of SEND identified within the Code of Practice:

1. **Communication and interaction:** this may include speech, language and communication needs (SLCN). Children may have difficulty saying what they want to say or in understanding what is being said to them. They may also experience difficulty with the social rules of communication. Children with Asperger's Syndrome and Autism are likely to have difficulties with social interaction and may have difficulty with language, communication and imagination which impacts on how they relate to others.

2. **Cognition and Learning:** this includes moderate learning difficulties (MLD) Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD) Some children may have specific learning difficulties (SpLD) affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia, dyspraxia
3. **Social and emotional and mental health difficulties:** This may include children who are withdrawn or isolated or those who display challenging or disruptive behaviours. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harming, substance use/ misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder or attachment disorders.
4. **Sensory and or physical needs:** Some children may have a disability which prevents or hinders them from using educational provision that is generally provided. These may include vision impairment, hearing impairment or a multi-sensory impairment. They may require access to specialist support or equipment to access learning. Some children require ongoing additional support to meet their needs.

Section 2: Inclusion Statement

We believe that Christianity is central to our life within the Trentside Federation. Hence, our shared ethos is based upon the Christian values of hope, love, courage, respect and wisdom to enable all pupils to flourish and to be the best they can be. Opportunities are provided for all our children to experience the presence of God through both polices and practice that inform daily life in our school communities and beyond. The Trentside Federation provides a broad and balanced Curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through adaptive teaching. All teachers are aware of the importance of quality, first hand teaching and learning is the key to ensuring that all children are able to reach their potential. There is a minority of children who have particular learning requirements which could create barriers to their learning. These requirements are likely to arise as a consequence of a child having a Special Educational Need or Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals and groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have a Special Educational Needs or Disability either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and Disabilities takes account of the type and extent of the difficulty experienced by the child.

Section 3: Aims and Objectives

- To identify children with SEND as early as possible in their school career so that their needs can be addressed and needs routinely met.
- To raise the achievements of pupils with SEND with the support of the whole school, not just individuals who work closely with the children.
- To monitor, review and assess each child's progress regularly in order to inform future provision.
- To use a variety of teaching techniques and resources to cater for the learning styles of the children with SEND – 'quality first teaching.'
- To show respect and liaise with parents/carers and keep them informed of their child's progress and the provision made to meet their SEND.
- To encourage the active involvement of the child with SEND in meeting their own needs and to enable them to live their life to all its fullness.
- To provide ongoing training for staff working with children with SEND.
- To work collaboratively with external agencies and services to ensure children's needs are met.
- To allocate resources effectively to ensure maximum impact and value for money.

Section 4: Roles and Responsibilities

The Special Educational Needs and Disabilities Leader for the Trentside Federation is Mrs Jane Murray who holds the mandatory National Award for SEN/D Co-ordination.

Responsibilities include,

- Co-ordinating the educational provision for the children in schools.
- Maintaining SEN/D records.
- Consulting with, or requesting the involvement of outside agencies.
- Providing opportunities for CPD.
- Ensuring Annual Reviews and Individual Support Plans are fit for purpose and reviewed.
- Tracking progress and sharing this data with the Headteacher and the Governing Body.
- Liaising with parents as required.

All class teachers share the responsibility of meeting an individual's Special Educational Need or Disability and to carry out the schools' procedures for identifying, assessing and making provision for these pupils. Class teachers must report any concerns about a child to the SENDCo.

Teaching Assistants work alongside Teachers in supporting children's individual needs.

Safeguarding and protecting children is seen as core to what our schools do. The Trentside Federation ensures that all staff and volunteers know their responsibilities for safeguarding children.

Section 5: Admission Arrangements

St Martin's, as a Voluntary Aided Primary School, operates within the criteria for admissions set down by the Governors and the Diocese of Lincoln.

West Butterwick, as a Voluntary Controlled Primary School, operates the admission arrangements set down by the Local Authority.

Haxey, as a Voluntary Controlled Primary School, operates the admission arrangements set down by the Local Authority.

Section 6: Facilities and Resources for Pupils with Special Educational Needs and Disabilities

St Martin's C of E Primary School is built on one level and there is disabled access to the building. Washing and toilet facilities for disabled pupils is provided. There is a marked parking space near the school's front entrance for use by disabled visitors or parents/carers of disabled pupils. Two dedicated rooms provide support for work with small groups.

West Butterwick C of E Primary School is built on one level, although the building is of a Victorian structure with limited proportions. Two external doorways have been modified to allow for wheelchair access. There is no disabled parking. Toileting facilities are limited.

Haxey C of E Primary School is built on one level and there is disabled access to the building. Washing and toilet facilities for disabled pupils is provided. There is a marked parking space in the staff carpark for use by disabled visitors or parents/carers of disabled pupils. One dedicated room provides support for work with small groups.

The SEND resources/equipment that are used to support the work specified within the children's ISPs and EHCPs are located centrally in each school. New resources for general or specific use are purchased as required to support the assessment and needs of children.

Currently across the Trentside Federation, the majority of the SEND provision is implemented by Teaching staff but delivered by Teaching Assistants.

Section 7: Identification

The Special Educational Needs and Disability Code of Practice 0-25 (amended January 2015), DfE/DoH, recommends that schools should deal with a children's needs using the 'graduated approach', matching the level of help to the needs of the child. There are two categories of need defined within the code – those children with SEND catered for by the school's provision (now SEND support) and those children for whom it is necessary to create and Education Health Care Plan.

Initial Concern

This is an informal stage on which pupils are placed on a monitoring record if they are experiencing difficulty, but their needs can be met by adaptive teaching within the classroom alone. Progress is closely monitored by the Class Teacher. This is where most children who it is thought may have SEND will be placed for at least a term with some strategies put in place and reviewed at the end of a period agreed by the SENDCo and Class Teacher. The child may or may not then not be placed on the SEND record depending on the outcome of the strategies implemented. For further information about the 'graduated approach' see the North Lincolnshire SEND website and the Local Offer <https://localoffer.northlincs.gov.uk/>

Section 8: A Graduated Approach to the Management of SEND

If it is felt that a child has a SEND then they will be placed on a whole school SEND Record. An Individual Support Plan (ISP) will be created and shared with the child and parents/carers. The targets set for the child to achieve will be SMART (Small, Manageable, Achievable, Realistic and Time-bound). This will then be implemented and reviewed on a termly basis following the **Assess, Plan, Do, Review** cycle. The child's name will also be added to the school information management system as receiving Special Educational Needs support.

- i) **Assess:** Assessments must be reviewed regularly to ensure that barriers to learning are quickly identified and removed. Assessment also provides a reliable method of developing a more accurate picture of a child's needs
- ii) **Plan:** SEN support: Pupil, parent, class teacher and SENDCo should all be involved in clarifying the desired outcomes of support, any specific teaching strategies or approaches needed. Plans should seek parental support and contributions at home. These are recorded on the class provision map and ISP's where needed.
- iii) **Do:** The class teacher is responsible for working with the child on a daily basis. They retain responsibility for the child even when they are working with another adult in a small group or 1-1 situation. Teachers must work closely with specialist staff and teaching assistants and involve them in planning and assessing the support and intervention and how these link to classroom teaching. The SENDCo will support class teachers to further assess and identify a child's strengths and areas for development and support problem solving to implement support.
- iv) **Review:** Support and intervention and impact on pupil progress must be reviewed in line with the agreed date. Information fed back from intervention support, and the child and parent should inform an analysis of the child's needs. Support should be reviewed in light of progress and development and consultation about any changes to support should be made. If a child has an Education Health Care Plan the local authority must review the plan every 12 months. The school will, when requested by the Local Authority, convene an annual review meeting for this purpose.
- v) Pupils with Special Educational Needs are regularly assessed and tracked for their progress like any other child within the school. The expectation of them is sufficiently high as with any child. By using the assessment and tracking information, and

reflecting on the practice that is taking place, the effectiveness of interventions can be considered and changes made as required. We aim to use 'what works well' for an individual child with a Special Educational Need or Disability.

- vi) For higher levels of need further assessment may be accessed from external agencies. Following observations and discussions between parents, teacher, child and SENDCo a decision about whether external support is required will be made. Permission will be sought to refer children to these external agencies. The specialist, parents, child, class teacher and SENDCo should agree the outcomes to be achieved and what strategies, equipment and interventions are required. A date must be set for review. Evidence of the impact of all adjustments and intervention will be kept and desired outcomes monitored.

- vii) **Education Health Care Plans** If it is felt that a child is not making progress and their needs are not being met within the schools' current provision or they have a diagnosed medical need, it may be necessary to try to obtain an Education Health Care Plan. This is carried out through the completion of an EHCP form where details about the child, their achievements and their needs are collated and sent to the Local Authority for process. Once with the Local Authority, the process can take up to 20 weeks for a decision and formal plan to be created. For further information, see the North Lincolnshire SEND website and Local Offer. Funding is usually provided for this extra provision but is not guaranteed. This is reviewed once a year and forms the basis of an Annual Review to consider whether the EHCP should be maintained. Everyone who is involved with the child, including the child, are invited to this review meeting. From this, SMART targets are created each term in order to feed into the long term targets set out in the plan.

- viii) **Exit from the SEN/D Record** A child can be removed from the SEND Record if they have narrowed the gap in their achievement and progress, and are working at the average expectation for their year group. Usually no further additional support is required. If it is felt that the removal of the specific interventions and support will not be in the child's interest, they will not be removed. If a child is removed, they will still be monitored to ensure that their progress is maintained. If it is not, they can return to the SEND Record and the necessary support will be put in place.

Section 9: In School Provision to Support SEND Children

- All teachers are experienced in teaching primary children and access professional development on a regular basis.
- The SENDCo holds the National Qualification for SEN coordination (NASENCO)
- All Teaching Assistants have access to professional development, and many have specific specialisms such as speech and language, and phonics.

Types of Provision: Provision is provided on a ‘graduated basis’. Children’s needs are assessed, actions planned, delivered then reviewed to ensure they have the desired impact. The table below describes some of the provision that may be used to meet children’s needs.

Quality First Teaching Wave 1	SEND support Wave 2	Education Health Care Plan (EHCP) Wave 3
<ul style="list-style-type: none"> • Adaptive Teaching – please see Appendix A for adaptive teaching implemented at The Trentside Federation within the four main areas of SEN/D • Speech and Language toolkit resources • ASET assessment and actions • Boxall profile assessment and actions • Sensory Toolkit and actions • Whole school policy for behaviour • Circle time as part of PSHE curriculum • Use of positive language to promote self esteem • Wellbeing assessments • Modified/adapted resources 	<ul style="list-style-type: none"> • Quality First Teaching • Individual Support Plan – please see Appendix B for an sample ISP • Group intervention English and Maths • Additional Phonics Support • Speech and Language Support • Time out/Anger Management support cards/ timers • Group intervention for behaviour and emotional support • 1:1 Reading • 1:1 Phonics • 1:1 Maths • Precision teaching for reading, spelling or maths • Maths Intervention - White Rose, Max’s Marvellous Maths • Memory games 	<ul style="list-style-type: none"> • Quality First Teaching • Assistance and support in line with individual EHC plans. Some of this may be in a group situation or 1:1 according to children’s individual needs and outcomes.

	<ul style="list-style-type: none"> • Social Stories • BBC 'dance mat' touch typing • Dyscalculia toolkit and resources • Communication and support from external agencies. • Support in line with individualised advice from an external agency including Health Plans. 	
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Section 10: Partnership within and Beyond the School

Partnership with parents/carers is key and all of our schools foster effective links with parents/carers and actively encourage them to play as full a part as possible in their child’s education. They are made aware that the school is always ready to help with problems or concerns.

Parents’/carers’ Meetings are held in the Autumn and Spring Terms with Class Teachers and any concerns raised at these meetings are brought to the attention of the Headteacher or SENDCo as appropriate. An Annual report is provided in the Summer Term which can also be discussed with the Class Teacher.

Parents/carers of pupils with Special Educational Needs and Disabilities are kept fully informed of their child’s progress and of the provision made for them by the school.

Section 11: Transition Arrangements for Children with SEND:

We aim to ensure that all children with SEND who children join our school, move classes or move on to the next stage of education can do so in a supportive manner that ensures continuity in the way that their needs are met.

As soon as we are aware that a child with special needs wishes to join our school we will work closely with parents/carers to put in place the best possible transition arrangements for that child. This may include: additional home visits, extra transition visits to school, visits to preschool settings for staff to work alongside key workers, meetings with outside agencies already supporting the child and a series of meetings with parents and professionals to plan and evaluate transition support.

For children moving onto the next stage of education we work in close collaboration with local secondary schools. Initially we will communicate with the new school’s SENDCo and arrange a

joint meeting for parents. This takes place well before transition begins. A transition plan is developed. In the past these have included the following: extra visits for a child to their new school and supporting activities; sharing information about the child; planning a time for staff from the new school to observe the child in their class and time to speak to their current class teacher. An Education Health Care Plan review takes place at least two terms prior to the child moving to secondary school. This meeting always includes transition arrangements.

Section 12: The Voice of the Child

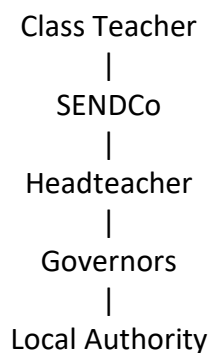
The Trentside Federation puts the child at the centre. Children are involved in making decisions, where possible, right from the start of their education. The ways in which children are encouraged to participate reflect their evolving maturity. All children participate and offer their thoughts on a daily basis about various different aspects of their education and learning. Further formal discussions take place three times a year and these are recorded during the review process of their ISP or EHCP.

Section 13: Links with Other Agencies, Organisations and Support Services

There are a number of support services for Special Educational Needs and Disabilities available within North Lincolnshire. The school has regular contact with some of these services and will contact others as and when the need arises. There is a full list of services available on the North Lincolnshire Local Offer website <https://localoffer.northlincs.gov.uk/>

Section 14: Complaints Procedure

The complaints procedure is as follows:



Any concern expressed by parents/carers about SEND provision will be considered and, so far as is possible, dealt with by informal discussion. In the first instance this will be between the parents/carers and Class Teacher.

If the concerns persist, the SENDCo becomes involved. The Head Teacher will become involved if the concern has not been resolved by the SENDCo and Class Teacher.

If the matter is not resolved through informal discussion, then the normal procedure for dealing with complaints will be followed by the Governing Body.

A parent/carer who feels that their complaint has not been dealt with to their satisfaction by the school will ultimately be referred to the Local Authority. They may also be put in contact with the Special Educational Needs and Disability, information, Advice and Support Service (SENDIASS) who provide a free, impartial and confidential service to parents and carers of children with Special Educational Needs or Disabilities (SEND) aged 0 - 25.

Section 15: Monitoring and Evaluation of the SEN Policy

The SEND Policy is shown to be effective when:

- Pupils with SEND are identified early, assessed and given support at the appropriate level
- The assess, plan, do and review process is rigorous and all adults involved are held accountable.
- An accurate record of pupils is kept.
- Assessment and record keeping is completed for each child to ensure that the correct level of provision is identified and appropriate and achievable targets are set on ISPs
- Staff feel confident in supporting SEND pupils in their Class
- Pupils' basic skills or behaviour improve and they achieve to the best of their potential
- The Governing Body is kept informed about policy and practice in order to make informed decisions in line with its strategic role

The SEND Policy will be reviewed every three years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND information provided on the Trentside Federations website and North Lincolnshire website are updated annually as required by current legislation.

Date of Review:
Spring Term 2025

APPENDIX A

Adaptive Teaching - Wave 1 Provision

Cognition & Learning	Communication & Interaction
<ul style="list-style-type: none"> • Differentiated curriculum – planning, learning, resources, scaffolding etc. • Pre-teaching of subject vocab • Teaching sequencing as a skill • Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Conceptual variation in Maths • Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks • Learning ladders to break down steps • Next steps display in classroom • Learning buddies/B's before me • Tactile resources e.g. lego phonics 	<ul style="list-style-type: none"> • Structured class routines • Using songs for routines • Increased visual aids including dual coding • Visual timetables at eye level of children • Use of sign language/basic Makaton • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet work station • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the child
Social, Emotional Mental Health	Sensory & Physical
<ul style="list-style-type: none"> • Emphasise positives in front of others to develop children's self-confidence • Give pupils classroom responsibilities • Refer regularly to school/classroom rules • Calming music • Weighted blankets • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies eg. Whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stop watch • Use post-its for questions rather than interruptions • 'Fiddle' toys • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests • Transition from whole class work to independent is taught and actively managed • Reward system for older pupils 	<p>Visual</p> <ul style="list-style-type: none"> • Coloured overlays/ different coloured paper • Consider lighting – natural and artificial • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use Ipad for reading if text is too small in physical book • Consider seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> • Careful seating – closest to the teacher • Keep background noise to a minimum • Slow down speech rate • Allow more thinking time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood • Face the pupil when speaking & keep hands away

- Learning ladders to break down steps
- Wobble cushion/resistance bands to support sitting in chairs or on carpet spot
- Meet and greet at key transition points e.g. start of day, lunchtime etc.

from mouth

Co-ordination

- Sat at table where there is sufficient space
- LH & RH pupils not next to each other with adjacent hands
- Desks at elbow height
- Sloping desk stand if appropriate
- Seated with minimal distractions.
- Encourage oral presentations or use of ICT as an alternative to written work where appropriate.
- Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.
- Dough disco to support fine motor
- Range of fine motor and gross motor activities

APPENDIX B

Name:
 Year Group:
 Class Teacher:
 Area/s of Need:

Plan start date:
 Plan review Date:
 Support began:
 ISP Number:

Target to be achieved	Achievement criteria	Possible resources	Strategies	Outcome
1. To follow a one-step instruction.	Will go to a familiar adult to complete next job on first request.	Visual jobs list	Jobs list Use of timer Reward for coming on first request	<i>Reviewed on a half termly or termly basis</i>
2. To develop collaborative working and sharing.	Share an activity with one other peer. Will participate in a task within a small group setting.	Games	2 x weekly sharing a game with a peer 1 x weekly circle time – small group. Group problem solving activities 2 x weekly shared reading with a peer	
3. To put spaces between words.	Will consistently put spaces between words – 100% success.	Spacer, lego brick...	1:2 support for writing tasks Visual and verbal prompt Use of aid	
4. Fine motor control develops.	Letter formation on ‘c based’ letters improves.		Write from the Start – daily Daily motor control activities – pegs, threading, playdoh....	
5. Can use a visual to express emotions.	Can identify own emotions throughout the day using visuals.	Mirror Pics showing different emotions	Provide a commentary re happy, sad and angry – share ideas on thigs we can do when we feel these emotions. Emotions Fan – regular check ins	
6. Can regulate emotions with adult support.	Will self-regulate with an adult helping to employ strategies.	Visuals to support	1:1 sessions with TA/Learning Mentor – calming strategies	
7. Can put possessions in bag at the end of each day.	100% success.		Visual Verbal prompts	

Classroom Provision:

- Box for possessions, including coat and bag – based in classroom
- Use of ear defenders and chew buddy
- Provide simple one-step instructions
- Class visual timetable
- Jobs list – one for the morning and one for the afternoon
- Sit on the carpet for Maths, English and Phonics
- Sensory breaks at regular intervals
- Consistent individual reward system with an incentive
- Clear expectations re quantity of work - number of sentences

