



**Holy Trinity
Church of England (VC)
Primary School
Halstead
www.holytrinityhalstead.com**

**KEY
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*‘We are an inclusive,
aspirational school that builds a
kind and resilient community’*

SPECIAL EDUCATIONAL NEEDS & DISABILITIES - SEND

Owner: HTPS / S. Passfield

Signed off: Spring 2026

Signed off by: S Rowe /FGB

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At Holy Trinity Primary School we believe that all children have an equal right to a full and rounded education that will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015).

1. Definition

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that: 'A child or young person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions' [COP - p 15 – 16 xiii, xiv]

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind'. [COP - p16 xv]

'A child under compulsory school age has SEND if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory schools age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)'. [COP - p16 xvi]



2. Aims and objectives

Our aims for our children with SEND are:

- To create an environment that meets the special educational needs of each child in order that they can achieve learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence a high level of confidence and partnership.
- To make clear expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions, allowing full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

Our School SENCO (Special Educational Needs Coordinator) is Miss Passfield. Miss Passfield is a qualified teacher and holds the National Award for SEN Coordination. She can be contacted at spassfield@holytrinityhalstead.com or by calling the school on 01787 472096. The SEND Governor is Mrs Kimberly Hammond.

The SEND Policy has been shared and agreed with staff, governors, parents and carers.

3. SEND Response

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language literacy, numeracy and disability (mentally and physically)
- Planning to develop children's understanding through the use of all their senses and of varied experiences



- Planning for children's full participation in learning, and in physical and practical activities
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning effectively and safely.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date [COP 6.90]

4. Identifying Special Educational Needs

The Code of practice describes four broad categories of need [COP 6.2.8-6.35]:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is



different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment



(HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Holy Trinity Primary School, we identify children as having Special Educational Needs and Disability if they have difficulties in one or more aspects of school life, which, as a result, require the provision of support and/or resources that are different from or additional to those provided for children of the same age.

Early identification is essential. When we identify an area (or areas) of need we work out what action we need to take, discuss with parents, carers and outside agencies, where appropriate. The process of identification is multi-dimensional, for example:

- When concerns are raised by parents, carers, teachers or the child.
- When limited progress is being made in accordance with age related expectations.
- If there is a change in the child's behaviour or attainment
- When concerns are raised by external agencies (e.g. GP)
- If information is provided from the previous setting (e.g. Pre-School)

We are aware that other factors may impact upon progress and attainment, such as:

- Physical disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a looked after child.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.



5. A Graduated Approach to SEND Support

A method of identification and provision follows a graduated approach.

All teachers are teachers of children with special educational needs.

Each child's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated according to the child's individual needs. This may include additional support by the teacher or Learning Support Assistants in class.

If a child's needs are not sufficiently responsive to these differentiated strategies and interventions, then the child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. They may be run by the teacher or Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Such monitoring is carried out in the format of class provision maps, of which are assessed and reviewed termly.

If a child has higher level needs this may result in the creation of a support plan. This 'One Planning' process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved. Depending on the level of need this may start as a Pre One Plan document, reviewed 3 times a year and shared with parents at parents evenings. As need and level of required provision increases the child may be moved onto a One Plan. This is reviewed 3 times a year, with parents being invited into school.

An 'Assess - Plan - Do - Review' cycle is implemented. This is revisited, refined and revised with a growing understanding of the child's needs.

Assess

The class teacher working with the SEND team carries out an assessment of the child's needs based on the teacher's experience of the child, their previous progress and attainment, the views of parents or carers, the child's own views and, if relevant, advice from external support services. This assessment is reviewed termly through the use of Class Provision Maps.

Plan

The teacher and the SENCO agree in consultation with the parent or carer and the child, the adjustments, interventions and support to be put in place, as well as the expected



impact on progress, development or behaviour, along with a timescale. A support plan is put in place, this is known as One Planning. All teachers and Learning Support Assistants who work with the child are made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. The class teacher works closely with any Learning Support Assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in doing this and in the further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of support.

Review

The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents or carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENCO, then revises the support in light of the child's progress and development. Any changes to the support and outcome, in partnership with the parent or carer and child, are detailed in the One Planning process.

When a child's needs are more complex or severe and the resources available to the school are not sufficient to meet the needs then an educational, health and care assessment may need to be undertaken by the Local Authority and Education, Health and Care plan (EHCP) developed. This development in collaboration with the family, child, the statutory assessment team and as appropriate other relevant professionals.

6. Managing Pupils Needs on the SEND Register

In school we use the Ordinarily Available: Targeted Support document to determine the level and type of provision required. A child is added to the SEND register when provision is required consistently across the curriculum, resulting in provision which is different from and additional to that provided through classroom support. If a child requires further support we will work with outside agencies, where appropriate, in consultation with parents, carers and children.



Together class teachers, parents, carers, children and the SENCO work to create a person centred plan, containing clear outcomes. The class teacher, supported by the SENCO, is responsible for maintaining and updating the plan. It is the teachers responsibility to evidence progress in accordance with the desired outcomes, in the plan. Plans are reviewed termly.

7. Criteria for Exiting the SEND Register

As part of the 'Assess - Plan - Do - Review' cycle, if progress is made and the gap between the pupil's attainment is narrowed within their peer group and/or the child has achieved the outcomes identified in their area(s) of need then, in discussions with parents or carers and the child, they will be removed from the SEND register.

8. Supporting Pupils and Families

We work hard to promote active involvement of parents and carers within their child's education. We strive for an active partnership, through ongoing dialogue and believe that they have much to offer and contribute to our support for children with special educational needs and/or disabilities.

When school or parents and carers feel that support from outside agencies is required, to support a child further, we will work together to access this pathway and implement recommendations in school. Parents and carers would be expected to mirror such support at home and an open dialogue about progress or concerns is encouraged.

We support pupils and families through:

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/school book and e mail.
- Individual child/teacher conversations
- Work with the Child and Family worker
- Joint visits with other professionals services, where appropriate

Following a referral, parents carers and children can also receive support from the following agencies and support services:

- School Inclusion Partner
- SEND Engagement Facilitator
- Essex Outreach Team - ESSET



- Kids Inspire
- School Counsellor
- Work with the Child and Family worker
- Children's Therapy Team
- Community Paediatrician
- School Nurse
- Essex Child and Family Wellbeing Service (ECFWS)
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- Speech and Language (Provide)
- Occupational Therapy Service (Provide)
- General Practitioner (GP)
- Acorn Children's Centre
- Social Care
- Educational Welfare Service
- Family Solutions
- Families in Focus
- SEND IASS
- Maze
- Talking Education and Adoption

Holy Trinity's SEND Information report is available on the school website.

Parents and carers can also access additional information from the Essex Local Offer, which can be found on the Local Offer website www.essexlocaloffer.org.uk

Transition Arrangements

When children join us in Early years at Holy Trinity, the class teacher visits the pre-school setting and/or the home to ensure a smooth entry into school. Information regarding any child's special educational needs or disabilities is gathered and a transition meeting with other agencies involved is held. School tours, transition visits, photobooks and a welcome meeting is offered.

A thorough transition programme is in place for the move from Foundation to Key Stage 1, Key Stage 1 to Key Stage 2 and one year group to another year group. 'Meet your teacher' days take place and hand-over meetings occur throughout the school.



For those children transferring to secondary school or any other setting, the SEND teams of both schools work collaboratively to ensure that they are ready to meet the needs of the child concerned. Secondary SENCO's visit children in school and where necessary additional visits to the new setting can be arranged for the child. Prior to any transition SEND teams from the new setting are invited into school to attend a One Plan/annual Review meeting.

Parents and carers are encouraged to visit a range of Secondary schools to ascertain the right Secondary provision for their child and support for parents and carers is offered.

All school records, including SEND, will be passed on to the school/setting to which the child transfers to.

Parents and carers of children who have an EHCP plan are invited to discuss transitional provision with the potential Secondary at a Transition Review in Year 5.

When a child joins Holy Trinity Primary School during the primary years, we will endeavour to gain as much information as possible about previous support from the family, child and the previous school. This may also require contact with outside agencies. New children and parents are invited to meet with school staff and visit the school.

Admission Arrangements

Our admission policy can be found on the school website.

9. Supporting Pupils at School with Medical Conditions

Our school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.



Some children may also have Special Educational Needs or a physical disability and may have an EHC Plan. This brings together health and social care needs, as well as their special education provision, following the SEND code of practice (2014).

Children with identified medical conditions may have an individual Health Care Plan, written in partnership with Health Professionals, parents and carers.

The school provides staff training to support medical needs of the children and regularly shares and updates information relating to medical needs with all relevant staff.

10. Monitoring and Evaluation of SEND Provision

We monitor and evaluate the impact and quality of SEND provision through a combination of the following:

- Annual reviews and the One Planning Process
- Performance management observations and discussions
- Observations and discussions with staff
- Lesson observations
- Monitoring of intervention groups through observation and data analysis
- Discussions with parents and carers
- Analysis of whole school data
- Pupil and parents/carers voice
- Monitoring by the lead governor

The above forms part of the ongoing 'Assess - Plan - Do - Review' cycle. The SEND Governor has responsibility to monitor and challenge the provision for children with SEND and additional needs.

11. Training and Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with Educational Health Care Plans.

The Head Teacher informs the governing body of SEND funding arrangements.



Staff training needs and resources are identified through the 'Assess - Plan - Do - Review' cycle and are planned accordingly to:

- Whole school priorities
- Group or individual needs
- Staff needs agreed through staff performance management.

The school's SENCO regularly attends the Essex SENCO update meetings and cluster meetings, in order to keep up to date with local and national developments in SEN.

All staff have access to the Essex provision Guidance Toolkit and the Essex Local Offer.

12. Reviewing the Policy

This policy will be reviewed in line with the school cycle or as required.

13. Dealing with Complaints

All complaints will be dealt with in accordance with the school complaint procedure as found on the website.