Trimley St Martin Primary School

‘I have the Power to be…’

Special Educational Needs and Disability Policy

Reviewed	Author	Lead Person	Review Date
June 2025	Samantha Ross	Samantha Ross	September 2026

Trimley St Martin Primary School SEND Policy

Special Educational Needs and Disability might be an explanation for delayed or slower progress. At Trimley St Martin Primary School we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, whilst focusing on individual progress as the main indicator of success. This SEND policy details how we do our best to identify and understand any special educational needs a pupil might have as well as ensuring that any necessary provision is made to meet them.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for school DfE February 2013
- SEND Code of Practice 0-25 (January 2015)
- Statutory guidance on supporting pupils at school with medical conditions
- Child Protection and Safeguarding policy
- Teacher Standards 2012

Definition of SEND

The SEND Code of Practice 0-25yrs 2015 states:

"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 compulsory school age child 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.

Aims and objectives

- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers
- To include the voice of the child
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To identify needs as they arise and to provide support as early as possible
- To reach high levels of achievement and ensure curriculum access for all
- To monitor the progress of pupils

- To work in a productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To work within the guidance provided in the SEND Code or Practice 2015

At Trimley St Martin Primary School we do not discriminate and will make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people, as outlined on the statutory duties on schools, under the Equality Act 2010.

Identification and Assessment of SEND

The school follows a graduated approach of provision for children who are suspected of having SEND:

1. Concern – universal provision
2. Move to SEND Support (K)
3. Application for an Education, Health and Care Plan (EHCP)

Universal Provision

If parents have concerns about their child, they should discuss these with the class teacher or SEND Administrator. Relevant staff will be included in these discussions. Monitoring of the child over a set period of time may be suggested. Over this period the child's area of difficulty will be targeted with differentiated activities which may be carried out by TAs or HLTAs. The SEND Administrator will closely monitor progress and then a decision will be made in conversation with the SENDCO as to whether the child will be moved to SEND Support (K).

Move to SEND Support

Triggers for a child to move to SEND Support:

- Despite differentiated learning opportunities at universal level with quality first teaching, the child shows little or no progress
- A child showing signs of difficulty in developing literacy/numeracy skills which results in attainment significantly below their age related expectation
- The child is working at a level substantially below that expected of children of a similar age
- Has an issue with social, emotional and mental health (SEMH) which regularly interferes with the child's own learning or that of their peers despite being on a behaviour plan
- Has sensory or physical needs requiring specialist equipment or regular advice/visits by specialist services
- Has on-going speech, language and communication needs or intervention difficulties that impedes development of social relationships and cause substantial barriers to learning

Children will be placed on the SEND register and monitored formally. The SEND administrator and Head teacher will ensure interventions are carried out appropriately by trained staff. Parents/carers will be involved and told how the child is progressing.

Application for an Education, Health and Care Plan

Following advice and guidance from other professionals if the child is still not making progress – and help is needed from outside the school's resources – the SEND administrator and Head teacher, with consent from parents/carers, will start the progress of applying for an EHCP from the local authority. EHCPs are for children and young people from birth to 25. Reviews are held annually.

High Needs Funding

HNF is allocated to pupils receiving SEN support or with an EHCP who experience the most significant barriers to learning and participation. This funding comes from the high level needs block of funding allocated to the local authority in order to meet the needs of the pupil for whom the overall cost of provision exceeds £10,000. The SEND administrator and Head teacher will request HNF but need to send supporting evidence of any extra needs, support and any further evidence which shows the pupils meets this criterion.

Effectiveness of SEND provision

Interventions are aimed at being short term to allow a child to 'catch up'. Interventions may be delivered by teachers, TAs or HLTAs. Interventions are assessed and monitored for their effectiveness and impact on the child. The adult running the intervention will keep a record of ability before intervention and upon completion to see the progress made.

If a pupil is making good progress the Head teacher and SEND administrator may consider removing the pupil from the SEND register. Alternatively, if targets have not been met and all the required support has been in place, the review may be the first part of the process to seek more external support or to apply for an EHCP.

If it is felt that the pupil's special educational needs have changed over time and that they no longer need to be on the school's special needs register parents/carers will be informed and everyone's views recorded. An agreed way forward would be planned with parents/carers.

All children with SEND will be entitled to access all available extra-curricular activities, including those outside of the classroom. School trips are fully inclusive for all pupils and appropriate staffing will be provided as and when necessary.

Training in SEND

Trimley St Martin Primary School work closely with other agencies and professionals such as the Specialist Education Service (SES), Educational Psychology (EP), Speech and Language (SALT), Social Services, School Nursing Team, Health Professionals and others to ensure the needs of the children are met.

Training is delivered for the school on a needs basis, whereby we seek outside training as needed.

If parents require further information about the provision for SEND in the school, they can talk to:

- The class teacher
- Mrs J Thornton– SENDCo
- Mrs S Ross – Head teacher

Involvement of Pupils

A pupil identified as having SEND will be asked what people admire/like about them, what is important to them now, what is important to them in the future and what school can do to help or support them. This information will be used to create a one-page profile about the individual child which can be shared with other professionals and outside agencies.

Children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like. From an early age, the child will be encouraged to contribute to the process of identifying and supporting their needs.

SEND pupils are represented on the school council which helps the senior leadership team make decisions within school.

Transition

At Trimley St Martin Primary School we understand that transition of any type, whether between different classes, key stages or schools, can be a difficult time for any pupil. Support will be identified and allocated appropriate to a child's specific needs. This could include an extended transition period, a photo book, social story or extra visits for example. Transition meetings will take place to ensure a smooth transition and that relevant information about the pupil is shared.

Local Offer

The interventions and support offered at Trimley St Martin Primary School feed into the local authority local offer.

In line with the Children and Families Act 2014, the local authority has brought together all of the information on services that support children and young people with SEND in one place.

Suffolk County Councils Local Offer can be found at:

https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/

Storing and Managing Information

All records relating to individual pupil's SEND are stored securely on school premises and only staff working directly with a child has access to them. Parents/carers can request access to their child's records at any time. These records will be passed on to receiving high schools or new schools on transfer. Records will only be shared with other professionals with parent's/carer's consent.