



Holy Trinity CE (C) Primary School

Special Educational Needs and Disabilities (SEND) Policy

Vision and Ethos

At Holy Trinity CE (C) Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment rooted in our Christian vision and values. We believe that every child is uniquely created, valued and capable of achieving their full potential.

We recognise that pupils with Special Educational Needs and Disabilities (SEND) require provision that enables them to flourish academically, socially, emotionally and spiritually. We are committed to removing barriers to learning and ensuring pupils with SEND are fully included in all aspects of school life.

Our curriculum is carefully sequenced and adapted to ensure that all pupils, including those with SEND, develop secure knowledge, skills and understanding over time.

We aim to prepare all pupils for the next stage of education and equip them to live fulfilled and meaningful lives.

Legal Framework

This policy is written in accordance with:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Staffordshire Graduated Response Toolkit
- Staffordshire Local Offer
- Ofsted Inspection Framework

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than others of the same age
or
- Have a disability which prevents or hinders them from accessing mainstream education

- Special educational provision is provision that is additional to or different from that normally available.

SEND may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs

Inclusion Principles

At Holy Trinity CE (C) Primary School, we believe:

- All pupils are entitled to high quality teaching
- All pupils are entitled to access a broad and balanced curriculum
- All teachers are teachers of SEND
- Early identification is essential
- Partnership with parents is fundamental
- Provision must be personalised and evidence based

Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for SEND provision and ensures:

- The policy is implemented effectively
- SEND provision is monitored
- Resources are allocated appropriately
- Staff receive appropriate training

SENDCo

The SENDCo is responsible for:

- Leading SEND provision across the school
- Maintaining the SEND register
- Supporting staff
- Liaising with Staffordshire Inclusion Hub and external agencies
- Coordinating EHCP processes
- Monitoring provision and progress
- Supporting staff training
- Working with parents

The SENDCo ensures the Staffordshire Graduated Response Toolkit is implemented effectively.

Governing Body

The Governing Body ensures:

- Statutory duties are fulfilled
- SEND provision is effective
- Resources are appropriate
- Provision is monitored

Class Teachers

Class teachers are responsible for:

- High quality teaching
- Promoting inclusion in their classrooms
- Early identification of needs
- Implementing SEND Support Plans
- Monitoring progress
- Liaising with parents
- Working with SENDCo

6. Staffordshire Graduated Response

Holy Trinity CE (C) Primary School follows the Staffordshire Graduated Response Toolkit.

This is a four-stage cycle:

Assess

Plan

Do

Review

This cycle ensures provision is responsive, personalised and effective.

Level of Provision within the Staffordshire Graduated Response

Level 1: Universal Provision (Ordinarily Available Provision)

This is the provision available to all pupils, this is outline in Holy Trinity's OAP document 2026

Includes:

- High quality teaching
- Differentiated learning
- Adaptive teaching strategies
- Classroom scaffolding
- Visual supports
- Flexible grouping
- Behaviour support strategies

Staffordshire defines this as "Ordinarily Available Provision".

At this stage, pupils are not on the SEND Register.

Level 2: Emerging Needs

A pupil may be identified as having emerging needs if they are not making expected progress despite high quality teaching.

School will:

- Monitor progress closely
- Use assessment and observation
- Adapt teaching further
- Implement targeted strategies

Parents will be informed.

Graduated Response Toolkit guidance will be followed.

Level 3: SEND Support

If a pupil continues to experience difficulty, they will be placed on the SEND Register.

At this stage:

A SEND Support Plan is created.

This includes:

- Identified needs
- Outcomes
- Strategies and interventions
- Review date

Support may include:

- Targeted interventions
- Small group support
- Individual support
- Specialist resources

The Assess, Plan, Do, Review cycle is implemented termly.

Parents are fully involved.

Level 4: Enhanced SEND Support

If progress remains limited despite sustained SEND Support, further specialist support may be required.

School may involve:

- Educational Psychologist
- Speech and Language Therapy

- Occupational Therapy
- Staffordshire Inclusion Hub
- Specialist teachers

Provision is adjusted based on specialist advice.

Level 5: Education, Health and Care Needs Assessment

If a pupil continues to experience significant difficulties despite enhanced support, the school may request an EHCP Needs Assessment from Staffordshire Local Authority.

This will include:

- Evidence of graduated response
- Intervention records
- Progress data
- Professional reports

Parents are fully involved in this process.

Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant and persistent difficulties in learning or functioning despite receiving sustained and appropriate support through the Staffordshire Graduated Response, the school may request an Education, Health and Care Needs Assessment from Staffordshire Local Authority. This request will be made in partnership with parents and carers and will be supported by a range of evidence demonstrating the pupil's needs, the provision that has been implemented, and the outcomes of interventions over time.

An Education, Health and Care Plan (EHCP) may be issued by the Local Authority where it is determined that the pupil requires provision that is additional to and different from that which the school can reasonably provide from its delegated resources. The EHCP will clearly specify the pupil's needs, the outcomes sought, and the provision required to meet those needs.

Holy Trinity CE (C) Primary School is fully committed to implementing the provision specified within each EHCP. The SENDCo, in collaboration with the class teacher and other relevant professionals, will ensure that provision is delivered effectively and that progress is monitored closely.

EHCPs will be reviewed at least annually, in accordance with statutory requirements. Annual reviews will involve parents, the pupil where appropriate, school staff, and relevant external professionals. The review process will consider the pupil's progress, the continued appropriateness of provision, and any necessary amendments to the plan.

SEND Support Plans: these are called IEPs

All pupils identified as requiring SEND Support will have an IEP which clearly outlines their individual needs, desired outcomes, and the provision required to support their progress.

These plans form an essential part of the Staffordshire Graduated Response and ensure that provision is structured, purposeful and reviewed regularly.

IEPS will include clearly defined and measurable outcomes, alongside specific strategies, adjustments and interventions designed to support the pupil's learning and development. The plans will also identify who is responsible for implementing the provision and when progress will be reviewed.

IEP Plans will be reviewed at least termly as part of the Assess, Plan, Do, Review cycle. Parents and carers will be fully involved in this process and will be invited to contribute to planning and reviewing their child's support. Pupils will also be involved in discussions about their progress and support, where appropriate, to ensure their voice is heard.

Identification of SEND

Early identification of SEND is a key priority at Holy Trinity CE (C) Primary School. The school uses a range of information to identify pupils who may require additional support, including teacher assessment, formative and summative assessment data, observations, pupil progress meetings, and information shared by parents and external professionals.

Class teachers are responsible for monitoring the progress of all pupils and identifying those who may not be making expected progress. Where concerns arise, teachers will implement appropriate adjustments and monitor the impact of these strategies.

The SENDCo will support teachers in assessing pupil needs and determining whether a pupil requires SEND Support. Identification will always be undertaken in consultation with parents and carers, whose knowledge and understanding of their child is highly valued.

The school will use the Staffordshire Graduated Response Toolkit to support accurate identification and ensure appropriate provision is implemented.

Partnership with Parents and Carers

Holy Trinity CE (C) Primary School recognises that parents and carers play a vital role in supporting their child's education and wellbeing. We are committed to working in close partnership with parents and carers at all stages of the SEND process.

Parents and carers will be informed promptly if concerns arise regarding their child's progress or development. They will be involved in discussions about their child's needs, the provision being implemented, and the outcomes being sought.

Regular review meetings will be held to discuss progress and evaluate the effectiveness of support. Parents and carers will be encouraged to share their views and contribute to decision making.

We aim to build positive, trusting relationships with families to ensure that pupils receive the best possible support. We regularly hold SEND coffee mornings for feedback and training with our SEND families in the Holy Trinity community.

Working with External Agencies

Holy Trinity CE (C) Primary School works collaboratively with a range of external agencies to support pupils with SEND. These agencies provide specialist advice, assessment, and intervention to support pupils' learning and development.

External agencies include:

- Staffordshire Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Specialist teaching services
- Health professionals
- Staffordshire Inclusion Hub

Referrals to external agencies will be made in consultation with parents and carers and will be based on evidence gathered through the graduated response process.

The SENDCo will coordinate communication between the school, parents and external professionals to ensure provision is effective and cohesive.

Monitoring and Evaluation of Progress

The progress of pupils with SEND is monitored carefully and regularly to ensure provision is effective and supports positive outcomes.

Progress is monitored through ongoing teacher assessment, review of SEND Support Plans, pupil progress meetings, and formal assessment processes.

The SENDCo and Senior Leadership Team analyse progress data and review the effectiveness of provision. Where progress is limited, provision will be adjusted in accordance with the graduated response process.

The school is committed to ensuring that all pupils with SEND make good progress from their individual starting points.

Behaviour and SEND

Holy Trinity CE (C) Primary School recognises that behaviour can be influenced by underlying SEND needs. The school takes a supportive and proactive approach to behaviour, ensuring that pupils receive appropriate support to enable them to succeed.

Reasonable adjustments will be made to support pupils with SEND, and behaviour support strategies will be tailored to individual needs.

Staff will seek to understand the underlying causes of behaviour and will implement supportive strategies which is reflected in school behaviour policy 2026.

Safeguarding

Holy Trinity CE (C) Primary School recognises that pupils with SEND may be more vulnerable to safeguarding risks. The school takes its safeguarding responsibilities seriously and ensures that appropriate measures are in place to protect all pupils.

The SENDCo works closely with the Designated Safeguarding Lead to ensure that pupils with SEND are monitored appropriately and that any concerns are addressed promptly.

Staff receive training to recognise safeguarding concerns and understand the additional vulnerabilities of pupils with SEND.

Training and Professional Development

Holy Trinity CE (C) Primary School is committed to ensuring that staff have the knowledge and skills required to support pupils with SEND effectively.

Staff receive regular training on SEND, including training on the Staffordshire Graduated Response Toolkit, adaptive teaching strategies, and specific areas of need.

The SENDCo provides guidance and support to staff and ensures that professional development opportunities are available.

Training needs are reviewed regularly to ensure provision remains effective.

Resources and Funding

The school allocates resources to support pupils with SEND based on identified needs.

Funding for SEND provision may include:

- The school's delegated SEND budget
- Additional funding from Staffordshire Local Authority
- EHCP funding where applicable

Resources may include staffing, specialist equipment, intervention programmes and training.

The SENDCo and Headteacher ensure resources are used effectively to support pupil progress.

Complaints Procedure

If parents or carers have concerns about SEND provision, they are encouraged to discuss these initially with the class teacher or SENDCo.

If concerns remain unresolved, parents may raise the matter with the Headteacher.

If the issue is not resolved at school level, the school's formal complaints procedure may be followed.

The school is committed to resolving concerns promptly and constructively.

Monitoring and Review of the Policy

This policy will be reviewed every three years or sooner if required due to changes in legislation or local authority guidance.

The policy will be reviewed by the SENDCo, Headteacher and Governing Body.

The effectiveness of SEND provision will be monitored regularly to ensure it meets the needs of pupils.

Staffordshire Local Offer

The Staffordshire Local Offer provides information about services and support available for children and young people with SEND.

Parents and carers can access the Local Offer at:

www.staffordshireconnects.info

The school works closely with Staffordshire services to support pupils effectively, further signposts can be found on our school website under SEND.

Key Contacts

Headteacher: Jade Wakefield

SENDCo: Tracy Hoskins

EYFS SENDCo: Hayley Cartwright

SEND Governor: Shirley Anne Magill

Approved: December 2025

Next review: December 2026