



Holy Trinity CE (C) Primary School

Special Educational Needs and Disabilities Policy

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

Policy owner	Inclusion Lead
Approved by	Governing Board
Date approved	July 2026
Review date	July 2027
Other related policies and procedures:	Safeguarding and Child Protection Policy, Behaviour, Anti-Bullying, Physical Restraint, Curriculum, Admissions Arrangements
Chair of Governors	Sarah Davies and Helen Campbell

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

Holy Trinity adhere to the definition of Special Education Needs from the Code of Practice 2014 which states that:

- A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school.

A disability, as stated in the 2010 Equality Act, means:



- A physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

SEND may relate to:

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

Specific Learning Difficulties (SpLD)

Specific Learning Difficulties (SpLD) encompass a range of developmental needs, including dyslexia, dyscalculia and developmental coordination disorder (dyspraxia). These needs may present as difficulties with reading, writing, spelling, number work, memory, organisation and coordination, and exist on a continuum from mild to severe. We recognise that these difficulties often occur in combination and vary between individuals. Identification is based on careful assessment of progress, response to intervention and, where appropriate, specialist advice such as that provided through external services.

Our approach is rooted in high-quality, inclusive teaching. Classrooms reflect dyslexia-friendly practice and multi-sensory approaches, supporting a wide range of learning styles. Targeted provision and interventions are implemented where needed, recorded through Individual Education Plans (IEP's) and reviewed regularly. Pupils are encouraged to develop independence, understand their learning needs and celebrate progress, while maintaining high levels of self-esteem.

We work closely with parents and carers, valuing their insights and ensuring clear communication regarding support and progress. Staff receive ongoing training to ensure effective identification and support of SpLD, and appropriate resources are made available across the school to support learners effectively.



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

Admission Arrangements

In accordance with the Code of Practice 2014, our school admissions policies require children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the school's admissions arrangements.

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 / Inclusion Lead

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:

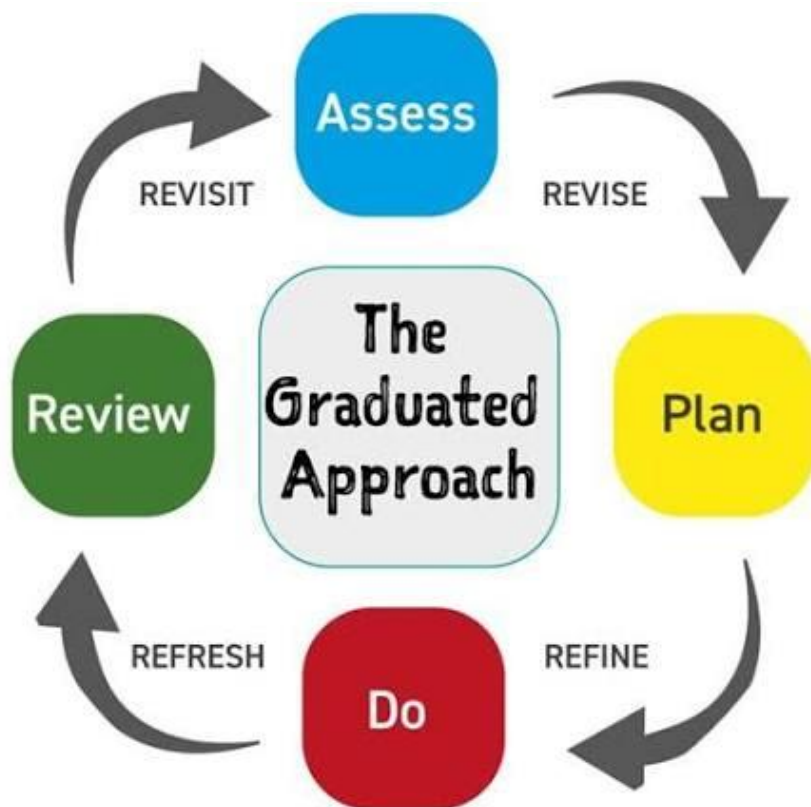
- High quality teaching
- Promoting inclusion in their classrooms
- Early identification of needs
- Implementing SEND Support Plans
- Monitoring progress
- Liaising with parents
- Working with SENDCo

Staffordshire Graduated Response

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

This is a four-stage cycle:



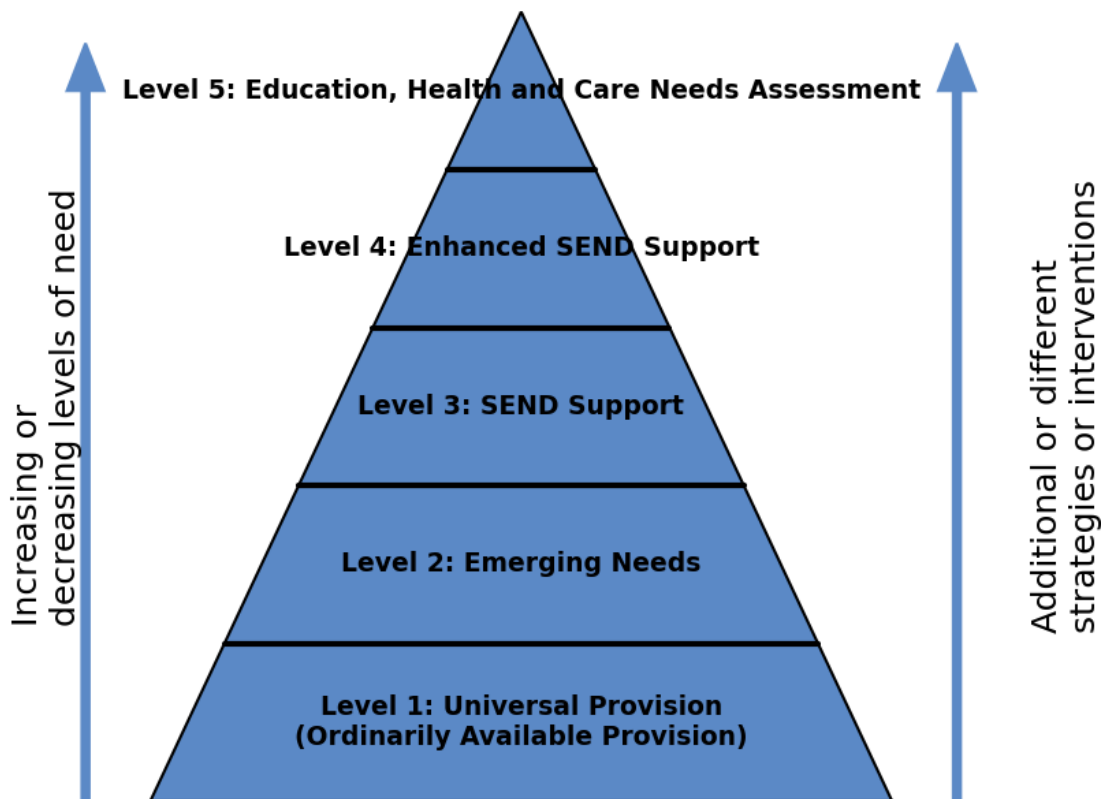


This cycle ensures provision is responsive, personalised and effective.

Level of Provision within the Staffordshire Graduated Response



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.

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 IEP'S, 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.

Attendance for SEND pupils

It is important that our SEND pupils can come to school every day without prejudice. Our schools will work hard to understand any barriers to attendance for individual SEND pupils and will seek to make reasonable adjustments wherever possible.

These may include but are not limited to:

- considering adaptations to uniform requirements that heighten sensory difficulties;
- considering alternative entrances and exits for pupils who find the general bustle of these times overwhelming;
- considering alternative entrance and exit arrangements for pupils with physical needs where appropriate;



- ensuring that routines are understood by those pupils with SEND, that changes to routines are explained and that all routines are supportive of pupils with SEND;
- managing transport arrangements for SEND pupils and what happens if they are not operating;
- ensuring that playtimes and lunchtimes meet the needs of SEND pupils and the potential anxieties around these are not a barrier to attendance. W

here a pupil is school refusing, additional support will be put in place, which may include part timetables to reduce anxiety and enable the pupil to develop greater confidence in returning to school.

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.

