Trinity CEVAP School

Special Educational Needs and Disability (SEND)Policy

trinity

September 2026

Prepared by:	*Linda Curran Spain HT*
Approved by:	*FGB*
Status & review cycle	Statutory Annual
Date approved:	*September 2026*
Review date:	*September 2027*

Introduction

At Trinity CEVAP School we believe that through kindness and respect we can all grow and achieve great things. Within our community, all are welcome and valued as unique individuals, knowing that together we can change lives and create a better world, where we cherish each other and the amazing creation we have been given, seeing God's greatness in ourselves and others.

By setting high expectations in all that we do, we strive to help everyone be their best, and to develop into well rounded, individuals who "live life in all its fullness", confident to embrace new challenges, experiences and learning both now and into the future knowing, "Nothing is impossible with God" Lk 1:37.

Trinity is an inclusive school community. We take safeguarding very seriously and our policies are all developed with a focus on children's safety and in accordance with the safeguarding policy. All of Trinity's school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to be fully compliant with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010; and to promote the successful inclusion of all children with special educational needs at Trinity.

Defining SEND

The Special Educational Needs and Disability Code of Practice states that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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."

Special educational needs and disability code of practice: 0 to 25 years (January 2015) DfE & DoH

SEND at Trinity

At Trinity Clare Richardson is the SENDCO and holds the statutory National Award for SENCO.

We also have a SEND governor, Mr Dan Fiske, who works closely with the SENCO to ensure the best practice and provision for children's needs. If parents have a question or concern, they should first contact the class teacher. If the class teacher is unable to answer the question or concern, they will consult with the SENCO to work quickly to address and resolve this.

We recognise the wider difficulties that a child of SEN may experience at home and in the community. For these pupils, the school works very closely with numerous multi agencies. Our SENCO, works closely with the Senior Leadership Team, Safeguarding Leads and Pastoral Support Worker to ensure support is offered promptly.

Trinity's SEN objectives

We believe that "For nothing is impossible with God" (Luke 1:37) and in line with our core value "we are kind":

- we strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be safe, happy, flourish, and make positive progress in learning.
- we respond to learners in ways which take account of their varied needs and life experiences, doing everything reasonably practicable to meet a child's SEN.
- we work to ensure that staff identify special educational needs at the earliest point and that we provide effective provision, so we are able to improve long term educational outcomes.
- we work in close partnership with parents to achieve these aims. Families are our partners, participating in decisions, being heard and being provided with information and support necessary to enable this is central to our ethos.
- we support pupils to participate in discussions, express their views and be fully involved in decisions that affect them, encouraging children in using their voice, speaking up for their needs in the long term.
- we work in close partnership with a range of specialist agencies from the Local Offer to enable access to effective, targeted support.
- We provide support, advice and training for all staff working with pupils with special educational needs to enable them to adapt their teaching to respond to the strengths and needs of all pupils in line with the Suffolk Mainstream Inclusion Framework.
- We ensure the SENCO is qualified and experienced and will be responsible for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans.

Responsibilities

Class Teacher

- the progress, assessment and development of all pupils including those with SEND
- ensuring the support plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND / follow provision set by external agencies
- writing and reviewing of targets / IEPs for pupils with SEND with support from SENCO where necessary
- When a child is on the SEN register their work will be marked to show whether they are working towards a learning / IEP target. Work highlighted in the following colours indicates their progress towards the target: blue = above achieving target, green = at target, orange = just below target
- All staff will update their class provision spreadsheets termly (or more frequently according to children's' needs) to allow for whole school monitoring of the progress of SEN children towards their targets

Special Needs Assistants (if employed):

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping and assessment

- resources
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register
- record keeping and assessment
- identifying and maintaining resources/ testing materials
- maintaining specialist equipment
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEND
- maintaining links and information sharing with receiving schools
- managing high needs funding applications termly

The SEN governor

- reporting to the governing body on SEND
- monitoring the effective implementation of the SEND policy
- liaising with the SENCO and head teacher
- ensuring that pupils with SEND participate fully in school activities
- ensuring the school is fully compliant with all legal and statutory requirements

Identifying Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. A child's progress may be considered a concern if it:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress

- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

Progress can also be monitored in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Trinity does not diagnose any conditions as this requires the expertise of medical professionals. Teachers and the SENCO support parents in outlining their concerns and liaising with medical professionals, following the referral pathways as outlined by the Local Offer. Occasionally, it might be appropriate for staff to speak with a medical professional (with parental permission) to support their concerns or seek further advice.

Areas of need (as outlined in the SEND Code of Practice - Jan 2015)
These four broad areas give an overview of the range of needs that the school plans for: Communication and Interaction (C&I), Cognition and Learning (C&L), Social, Emotional and Mental Health (SEMH), Sensory and/or Physical (P&S).

Identifying children's needs is key is to working out what action the school will take. In reality, children often have needs that go across all four areas and a child's needs may change over time. Therefore, we always consider the needs of the whole child in this process.

Communication & Interaction Needs (C & I)

If a child has communication and interaction needs we will seek to unpick the basis for these and provide support with any speech language and communication needs as appropriate. We utilise Wellcomm and the Nuffield Early Language Intervention in EYFS and KS1 to support with this. If needs are more rooted within social communication, we will consider using Socially Speaking or Talkabout if appropriate. Further support from SES C & I team may be requested.

Cognition and Learning (C & L)

We believe that all children learn best in class with the support of their teacher and peers. As such we focus on providing quality first teaching following the guidance as given in the Suffolk Mainstream Inclusion Framework (SMIF). The guidance in this framework is considered best practice for SEN provision in mainstream and should meet the needs of all children. Our aim is for all children to be independently accessing adaptive learning in class, and making positive progress from their own start point. Support staff facilitate children to reach the high expectations we have for them, without developing a learned dependence on a single adult.

Social, emotional and mental health needs

Behaviour is not specifically classed as a SEN, but we recognise that behaviour is means of communication. If a child shows consistent unwanted behaviours, the class teacher will follow the school behaviour policy and liaise with the Behaviour Lead, SENCO and Pastoral Support Worker. They will consider the child's needs (taking family circumstances and the child's known history of experiences into account). If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) support will be offered according to the Local Offer e.g. an Early Help or Primary Mental Health Team referral may be offered.

If parents and / or school are concerned that the child might have mental health needs, we encourage parents to approach their GP or Health Visitor (for under 5's) and consider a referral to Suffolk SES SEMH team or a referral to the School Nursing Service.

If the child is felt to have long term social, emotional or mental health needs- for example with anger management- the school may offer nurture sessions, a Zones of Regulation intervention or similar.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. This will be captured in an individual behaviour plan (IBP) and risk assessment

Sensory and/or Physical (P & S)

If a child has P & S needs there is often a Health Care Professional (HCP) involved. We follow advice from all HCP's and ensure any Individual Healthcare Plans are followed. If we suspect that there is a physical need or a sensory need (e.g. hearing / vision loss) we support and signpost parents to their GP or more specialist support if available (e.g. Occupational Therapy, Audiology etc).

Adaptations to teaching and the learning environment

Trinity is a disability friendly school. The school is one level and corridors are wide. The majority of doorway thresholds are level from inside to outside (with the exception of the Y5 & 6 classrooms) where an alternative external door can be easily accessed. There is a disabled toilet in our key stage 1 area and another in our key stage 2 area. Other adaptations to the physical environment will be made, as practicably possible and appropriate, to accommodate children with other disabilities.

All of our classrooms are inclusion-friendly: we endeavour to teach in a way that will support all children with a wide range of needs following Rosenshine's Principles, Teaching Walkthrus and following the best practice recommended in the Suffolk Mainstream Inclusion Framework. In delivering high quality teaching and learning for SEN children we will be offering best practice to all children. All children access the National Curriculum, and we recognise celebrate achievement across the curriculum. As part of quality first teaching, curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources to support more abstract concepts.

We wholeheartedly believe that all children should attend school on a full-time basis to allow them to be a full valued member of our community and not miss out on any educational or social activities on offer.

Other Factors

There are other factors that may impact on progress and attainment that are not considered SEN, these include: disability, attendance and punctuality, health and welfare, English as an additional language, being in receipt of pupil premium, being a looked after child or being a child of service personnel.

The Graduated Approach to Supporting SEN

Parents will be informed if the school is making special educational provision either via a meeting, telephone call or email.

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system to identify where pupils are not making expected progress or working at a level significantly below age-related expectation. Class teachers, subject leaders, SLT and SENCO monitor standardised data from testing and monitor classwork through book-looks and learning walks. Through quality first teaching, adaptive learning and in-class support, plans are made aimed at closing the gap or raising the attainment.

School-based resources will be explored to determine and inform provision; this includes discussion whole staff discussion and sharing of good practice to support all children at staff meetings.

Where a class teacher feels that a child's needs require further investigation, they will complete the SENCO Request form confirming the reasonable adjustments and strategies that they have trialled and over what timeframe. They will request what type of support they are seeking (whether they would like support strategies offered or whether they wish for an observation of the child to take place), and the SENCO will respond. After this the SENCO and class teacher will consider whether additional assessments are needed. Based on the evidence from this, if it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN register at 'SEN Support' and parents will be contacted to gain their views and create an individual education plan. The child's views will be sought in school by the class teacher, SENCO, support staff or Pastoral Support Worker.

On-going SEN support will take the form of a four-part cycle (assess – plan – do – review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and what supports the pupil to make good progress and secure good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

Each term, the effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The review process will include an evaluation of the impact and quality of the support and / or intervention along with the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and targeted outcomes, in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. Where a pupil continues to make less than expected progress, despite evidence-based support and / or interventions that are matched to the pupil's area of need; the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists, along with the child's class teacher and if appropriate, the child. Specialist agencies will only be contacted with parental consent. It is the SENCO's and sometimes the Pastoral Support Workers role, to refer to specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies available to request support:

- Specialist educational Services (SES) – this service covers all four areas of SEN needs
- NDD Pathway / Right to Choose (to ensure thorough evidence is gathered from a variety of staff in a number of different scenarios in school an 6-7 week evidence gathering period will be followed)
- Mental Health Schools Team
- Educational Psychologists
- Suffolk Communication Aids Resource Centre (SCARC)
- NHS Speech and Language Therapists
- Health Care Practitioners (Occupational Therapy, Epilepsy Nurse, Diabetes Nurse, Audiology etc)
- School Nursing Service
- Early Help
- SENDIASS

Where pupils hold an Educational Health Care Plan, the school will work in close partnership with any specialist agencies named in the plan to gain support and specialist advice.

The Local Authority SEN Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting an Education, Health and Care Needs Assessment from the Local Authority. Information about this can be found on the link below, along with information on the EHC plan needs assessment process. https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans

This information will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Removing pupils from the SEN register

A child will be considered for removal from the SEND register where they have made sustained good progress from their starting point that:

- Betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age

Or

- Where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained, and SEN Support is no longer required to ensure this progress is sustained.

Supporting parents / carers of children with SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs. We wish for parents and carers to be as fully involved as possible in decisions, where they are provided with the information and support necessary to participate in those decisions.

We will do this by always making parents feel welcome, actively listening to their concerns, hopes and aspirations for their child, instilling confidence and building effective partnerships and providing all information in an accessible way.

The SENCO is available for meeting by appointment through the school office, by email at crichardson@trinityprimarycoe.co.uk or a request for a telephone consultation.

Class teachers are available via the class email address. They will invite parents of pupils with SEN to meet three times a year to set and review the outcomes of support. The SENCO will be available should either the class teacher or family request them at the meeting. They will discuss the activities and support that will help their child and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents and children to share their views.

This meeting will also support and guide parents in ways that they can help with their child's learning and development at home. It may also signpost parents to wider support, information and services by ensuring they know how to access the Local Offer https://www.suffolklocaloffer.org.uk/

We also plan additional support for parents at key times. For example, when considering and making a referral for an EHC Needs Assessment additional meeting time is available. Or at transition periods additional information and support is available.

Furthermore, we support parents by seeking parents' views through questionnaires and considering adjustments to practice in the light of analysis.

Our SEN and Well-Being Coffee mornings are also an open invitation to parents to access a more informal level of support on a drop-in basis.

Parents are signposted to SENDIASS which is an independent organisation offering help and support for which is specifically for parents and carers of children with SEN.
https://suffolksendiass.co.uk/

School Website

https://www.trinityprimaryschool.com/send-and-well-being/

The school website also has a dedicated SEN and Well-Being page signposting to a wide range of services and giving free access to support materials for use at home and can be found in the Family Support section.

Supporting pupil voice

With parents, the school will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and dreams. We encourage children to understand their meta-cognition - how they 'learn to learn'. Wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and in making decisions about future support and provision. Pupils' views are recorded and shared through their IEP's if on the SEND register, through their EHCP documentation if

in receipt of one, or through pupil voice as part of subject lead development time. All staff actively listen to and address any concerns raised by children.

Pupils with SEND are encouraged to be fully involved in school life stand for election to the student voice bodies such as school council, eco-council, worship team or to become Sports Leaders.

Pupil voice is also considered in planning additional support for pupils at key times. For example, when considering and making a referral for a needs assessment for an EHC plan or to ensuring smooth and successful transition into the school or to the next phase of education.

Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting or by preparing a recorded presentation to share at the meeting.

We also seek pupils' views through questionnaires and group interview activities undertaken by the SENCO and / or SEN Governor, considering adjustments to be made in the light of analysis.

Access to extracurricular activities

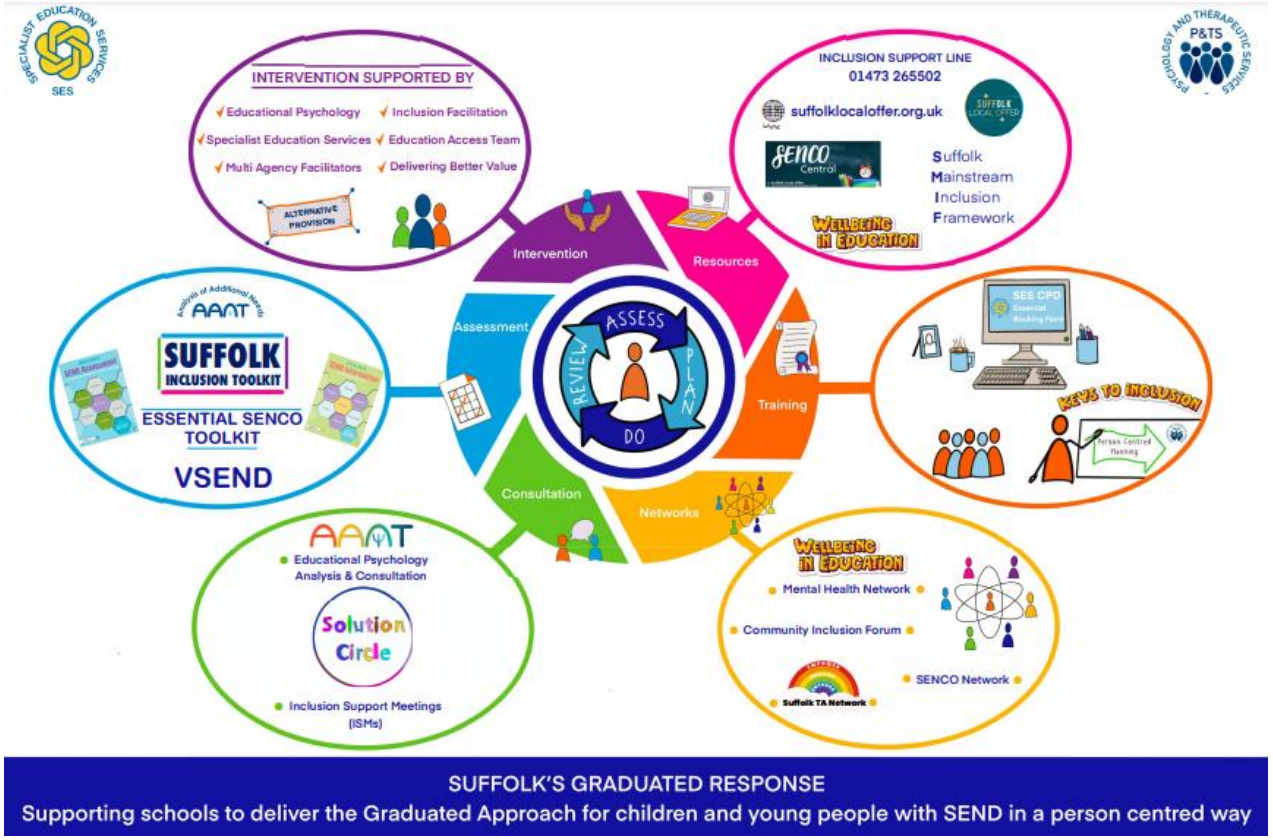
All of our children have equal access to school clubs which develop engagement with the wider curriculum. All pupils have access to outdoor learning opportunities throughout the year and to the forest school area. Where necessary, we make accommodation and adaptation to meet the physical and learning needs. Class trips are part of our curriculum. No child is excluded from the wider school community or wider school experiences because of SEN, disability or medical needs.

Staff Expertise and Availability of Suffolk Support Services

All of our teachers are trained to work with children with SEN. All staff have access to training offered via the Suffolk TA Network, Suffolk Special Education Service, Inclusion Support Meetings, Suffolk Solutions Circles and can seek advice via the Suffolk Inclusion Support Line (please note this line is for school staff only). Whole staff CPD is planned according to the needs of pupils in school. The Suffolk Mainstream Inclusion Framework Guidance can be found:

https://suffolklearning.com/wp-content/uploads/2024/09/SMIF-Sep-24-v3.pdf

Outlined below is the full offer of support to schools.



Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional visits to the classroom environment in order to identify where the toilets are, where belongings are kept.
- Transition day/s in which children move to their next class.
- Opportunities to make a transition booklet / all about me sheet to share with their new teacher.

Enhanced transition arrangements are tailored to meet individual needs.
Transition to Secondary School

If a child has an EHCP they will have an annual review before the end of Autumn Term 1 to allow for an updated EHCP to be ready for their high school. If known which high school they are going to attend the SENCO of that school will be invited to attend the annual review meeting. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

The Y6 class teacher and SENCO have transition meetings with the high schools that all children are going to attend. These meetings may be face to face, virtual or via telephone. All SEN information is shared, including provisions, specialist support, current referrals and reasonable adjustments in place. As per GDPR requirements all paperwork regarding children is forwarded to their new school when they are confirmed as on-roll.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND will meet with the SENCO to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meet pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Suffolk Local Offer

https://www.suffolklocaloffer.org.uk

The purpose of the local offer is to enable parents and young people to see what services are available in their area, which service has been commissioned to diagnose conditions and how to access them. *Please note, not all conditions have a service commissioned for diagnosis and in cases such as these, if parents and families wish to seek a diagnosis, they will have to engage the services of a private practitioner.*

The local offer includes provision from birth to 25, across education, health and social care. They have published the following Graduated Response Poster to outline how a SENCO may access the local offer:

Suffolk County Council

Supporting CYP* with SEND:
The SEND Journey: A Graduated Response



Stage 1 : CYP not making expected progress

Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The APDR cycle then starts again with the updated information.

Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Heath Care Needs Assessment

For more information and resources, visit:

www.suffolklocaloffer.org.uk
www.sendgateway.org.uk
www.suffolksendiass.co.uk
www.spcn.org.uk
www.schoolschoice.org
SENDIASS Training
SEND Code of Practice (2015)
www.nasen.org.uk
SCC Inclusion Referral Form

We have used CYP to indicate children and young people aged 0-25

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, http://www.trinityprimaryschool.com/
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

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

Equality Act 2010: advice for schools DfE Feb 2013
Disability Discrimination Act 2010
School SEND Information Report (2019)
Safeguarding Policy
Accessibility Plan
Teachers Standards 2012

Key Documentation

The following documents have informed this guidance which parents may find helpful:
Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
Supporting pupils at school with medical conditions
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

Related School Policies / Documents.

All related policies can be accessed on the school website
http://www.trinityprimaryschool.com/

Safeguarding Policy
Accessibility Plan
Admissions Policy
Anti-Bullying Policy

Behaviour Policy
Complaints Procedure

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)