Trinity Church of England/Methodist Primary School
— Buckshaw Village —

Headteacher: Mrs Jill R Wright head@trinitybuckshaw.lancs.sch.uk

Special Educational Needs and Disabilities (SEND) Policy 2026-2027

At Trinity CE/Methodist Primary School we are committed to meeting the special needs of pupils and ensuring that they make progress. We are a Christian school with a caring environment in which each individual is valued as special and is encouraged to reach their full potential while enjoying life in all its fullness. At Trinity every teacher is a teacher of every pupil or young person including those with SEND. All teachers are passionate about enabling all children to enjoy a broad and balanced curriculum that enables them to grow and develop a passion for learning.

Trinity CE/Methodist Primary School is a permanent three form entry school with 630 on roll based over two sites across Buckshaw Village. The Early Years and Key Stage 1 children are based at Brookwood Way and the Key Stage 2 children are based at Unity Place.

Trinity CE/Methodist Primary School opened in September 2010 with 90 pupils across the age range in temporary accommodation, it grew to 114 in January 2011, 195 in January 2012, 233 in January 2013, 276 in January 2014. The school has had extensive building work to transition to a two-form entry, and the final phase was completed in September 2014. Over the period staffing has grown from 9 to 54 and the current structure of the Senior Leadership Team (SLT) has been in place since September 2020.

The school serves Buckshaw Village, it is one of the largest regeneration projects in the UK, which still has ongoing housing developments.

This SEND policy was developed in consultation with parents, children, governors and SLT.

SENCO: Vickie Birchall
The SENCO is a member of the Senior Leadership Team.
Contact: 01772 624416 or SENCO@trinitybuckshaw.lancs.sch.uk
Vickie Birchall achieved the National Award for SEN Coordination in November 2021
Faye Fairweather, another member of the SLT achieved the National Award for SEN Coordination in August 2011
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COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (January 2015, updated September 2024) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0-25 years 2015 (updated September 2024)
- Schools SEN Information Report Regulations 2014
- Supporting Pupils with Medical Conditions at School (DfE statutory guidance)
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children 2026
- Teachers' Standards 2012

1. AIMS

The Special Educational Needs policy at Trinity CE/Methodist Primary School supports the stated ethos of the school and aims to:

- Share and promote Christian values, participating in Christian worship both in school and in the parish church.
- Provide a stable and secure Christian environment, enabling all to pursue their spiritual journey.
- Instil a sense of belonging to a community based upon mutual respect.
- Help all to understand, value and appreciate each other's role within the school.
- Develop a positive working partnership through involvement with the wider community.
- Ensure that pupils become responsible and caring members of society.
- Encourage all members of the school to grow in confidence and self-esteem.
- Provide a broad and balanced education for all, whilst recognising the varying needs of individuals.
- Promote high standards of attainment and achievement by assisting everyone to do their best.
- Recognise and celebrate achievement, encouraging everyone to succeed, both academically and in the wider aspects of the school.
- To use a variety of complementary approaches to support the class teacher and pupil – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the pupil within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.

- Make full use of all the support agencies that have been made available through the LEA and to use other private agencies where necessary.
- Raise the aspirations and expectations for all pupils with SEND.
- Identify needs and provide support through clear and measurable targets working towards specific outcomes for all children with SEND.

2. OBJECTIVE

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice: 0-25 years (January 2015, updated September 2024)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a qualified SENCO who will coordinate SEND provision throughout the school and support staff in meeting the needs of pupils with SEND.
- To provide support and advice for all staff working with special educational needs pupils
- To include the voice of the pupil in monitoring and reviewing Pupil Profiles
- To prepare pupils with SEND for the next stage of their education and future adulthood by developing independence, communication skills, resilience, self-advocacy and confidence through the curriculum and wider school experience.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Trinity CE/Methodist Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by baseline assessment at the start of the Foundation Stage Year.

When children transfer from another school the SENCO will have contact with the previous school to ensure clear transfer of assessment data and pastoral care information. Where children have an EHCP, or who are on SEN Support, a liaison meeting may be carried out to ensure a continuity of provision and care is provided. When children transfer from another school they are assessed and moderated using agreed in school methods. If it is needed children can also be assessed using a range of SEN assessments (i.e. Naglieri, BPVS etc.)

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

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In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline scores at the start and end of the Foundation Stage year
- The Foundation Stage Profiles
- The Lancashire PIVATS programme
- Termly assessments of progress
- Teacher Assessment sheets for both core and foundation subjects.
- Levelled writing at the end of units of work.

Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- The P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
- Additional SEN assessments where needed such as SNAP, BPVS, SDQ etc.
- Termly assessments of progress including the end of year optional tests in Years 3, 4 and 5 in English and Maths annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests

Where assessment information and the opinions of teachers, parents and any professionals involved indicate that there could be a special educational need then the definition of SEN and the types of SEN outlined in the Code of Practice 2015 and the Children and Families Act will be adhered to.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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.

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TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health (SEMH)** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a pupil or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. 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 pupil or young person requires

special educational provision, they will also be covered by the SEN definition. The school's equality Policy and the Accessibility Plan can be found on the school's website.

4. Managing Pupils on the SEN Register

The Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional and different from the provision made as part of the school's usual differentiated curriculum and strategies.

A Graduated Approach to SEN Support

At Trinity CE/Methodist Primary School we follow the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice. The effectiveness of support is evaluated termly, and provision is adapted in response to pupil outcomes, progress, attendance, wellbeing and engagement.

We adopt a "high-quality teaching" approach, which is differentiated for individual pupils. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

Identified Concerns

If a teacher is concerned about some aspect of a pupil's progress, behaviour or well-being they will decide what action to take within the normal daily classroom routine. If the pupil is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method to suit that pupil. If a pupil is having behavioural difficulties, the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the pupil overcome the problems.

Teacher referral

If a teacher has a concern about a pupil, they will share their concerns with the SENCO and the staff who have responsibilities for pastoral, medical and pupil-care issues. The SENCO will make a record of the concerns shared about that pupil. Children are

monitored on class provision maps, which are reviewed termly and highlight what provision is being made to meet the needs of children in each class.

Where a pupil has been identified as having SEN, we will put into place strategies and support aimed at removing the barriers to learning. This SEN support is part of a four-part cycle through which earlier decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Ordinarily Available Provision

At Trinity we are committed to providing high-quality teaching for all pupils. Class teachers are responsible and accountable for the progress and development of every pupil in their class. A range of inclusive strategies and reasonable adjustments may be implemented as part of the school's ordinarily available provision, including adapted resources, visual supports, scaffolded learning, flexible grouping, assistive technology and targeted pastoral support. Where a pupil continues to experience difficulties despite these approaches, further assessment may lead to consideration of SEND Support through the Graduated Approach.

Graduated Approach

Assess

If a pupil's performance is causing concern and they fail to make adequate progress despite the strategies the teacher has used in class, the pupil will be placed on the SEN School Support List following discussions with parents, children and staff. The decision over whether a pupil is or is not making adequate progress is based on observation, scrutiny of work and discussions with the class teacher, SENCO and SLT at pupil progress meetings. Comparisons are made between national and local data and the rate of progress of the pupil involved. If it is decided that the pupil is not making adequate progress, despite the level of high-quality teaching and Wave 1 intervention given within the class, then the teacher and the SENCO will look at any evidence and assessment data. This will enable them to decide on strategies, which are additional to, or different from those already being provided in the classroom to help the pupil to make progress.

Plan

An individual support plan is developed collaboratively by the class teacher, SENCO, parents/carers and the pupil, where appropriate, this may be an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP). The plan identifies the pupil's strengths, areas of need, desired outcomes, agreed provision and any reasonable adjustments required to support their learning, participation and progress. The plan is reviewed regularly through the Assess, Plan, Do, Review cycle to ensure that support remains effective and responsive to the pupil's changing needs.

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The IEP/IBP sets out the learning, social, emotional and/or behavioural outcomes that the pupil is working towards and outlines the strategies, interventions and reasonable adjustments required to support their progress. Outcomes and provision are discussed with the pupil using age-appropriate language. Pupil voice activities, including discussions and questionnaires, are used to ensure that the pupil's views, wishes and aspirations are taken into account when planning support.

These will be reviewed three times a year, with parents/carers encouraged to contribute to the review process. Progress towards agreed outcomes is shared with parents/carers through review meetings, parents' evenings and ongoing communication with the class teacher and/or SENCO. Adjustments to support and provision are made where necessary to ensure that the pupil continues to make progress and achieve positive outcomes.

Do

The class teacher has the responsibility for working with the pupil on a daily basis and alongside the teaching assistants where necessary maintains records that monitor intervention, progress against their targets and adaptation of intervention where necessary. Where the intervention and support that involves a group or 1:1 teaching away from the class the class teacher retains responsibility for the progress of the pupil. All class teachers work closely with teaching assistants and any outside agencies/specialist teachers to plan and assess the impact of support and to see how they can be linked to the classroom teaching. Where possible strategies should be included as part of the quality first teaching that all receive, as this is where the greatest difference can be made. The SENCO is responsible for supporting the class teacher where possible, whether that is with analysing work, providing specific assessments or advising on interventions and support. The SENCO will also decide on the whether there is a need for staff training to enhance the support that is provided for children.

Review

IEP/IBPs are reviewed termly in consultation with any professionals involved in the support of the pupil, the parents and the pupil. At the review decisions are made about the future actions that may be taken to meet the pupil's needs. These may be:

a) to reduce the amount of help.
b) to continue with the existing level of help with new targets being set.
c) to increase the level of intervention if there has been little progress.

There can be some triggers to whether a pupil needs further intervention from outside agencies. These can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

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- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

If necessary, a decision could be made at the review and pupil progress meetings that extra support is needed from outside agencies, such as specialist teachers, speech and language therapists etc. At this point a One-Page Pupil Profile will be written for the pupil, through liaison of the SENCO, class teacher, parents and the pupil. This is then reviewed yearly and adapted where necessary. It outlines personal information about how that pupil learns, what they enjoys, their strengths and particular requirements they may need to help them learn. As children move through the SEN process, their profile will grow in detail depending on the complexity of the pupil's difficulties and the involvement of outside agencies and professionals within the graduated response.

An Early Help Assessment may need to be carried out to enable all agencies to work together around the pupil, having regular TAF meetings and reviewing the pupil's and the family's needs.

Education Health Care Plans (EHCPs)

Where a pupil has an EHCP, the local authority alongside the school will review progress and provision on a yearly basis.

Where a decision is made that a pupil's needs are complex, long term and severe and a concern over their progress, despite the extensive support that the school and outside agencies have put in place then a request will be made by the school to the LA for a formal assessment towards an Education and Health Care Plan. Under the Code of Practice (2014) a pupil's parents or a person over the age of 16 can make the request for a formal assessment towards an EHC plan. The school will make this decision based on the discussions with the parents and all the professionals involved in the pupil's education.

The LEA will be given information about the pupil's progress over time and will also receive documentation in relation to the pupil's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual provision maps and targets for the pupil.
- Records of regular reviews and their outcomes.
- Information from their One-Page Pupil Profile
- Records of the pupil's health and medical history where appropriate.

- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

Following a request for assessment or the pupil or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the pupil's parent or young person.

5. CRITERIA FOR EXITING THE SEN LIST

If, through the intervention and support that has been put in place, children make rapid progress and are then in line with the attainment and expectations of their peers then they may be removed from the SEN list in consultation with parents, the pupil, the class teacher and SENCO. If other professionals or outside agencies have been involved then they may also be consulted if it is needed.

6. SUPPORTING PUPILS AND FAMILIES

Parents of children with SEND are kept informed of the provision that is being made for their children. Parents receive a copy of their pupil's IEP/IBP each term and are invited to review progress towards agreed outcomes at Parents' Evenings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help remove barriers to their children's learning and to support them in overcoming difficulties.

The school recognises the importance of listening to and involving pupils in decisions about their education and support. We actively seek and value the views, wishes and feelings of children with SEND and encourage them to contribute to discussions about their learning, support and outcomes. Pupils are supported to participate in review meetings, target setting and decision making at a level appropriate to their age, maturity and understanding. Where appropriate, alternative methods of communication will be used to ensure that all pupils are able to express their views and play an active role in shaping their provision. The school recognises that children often provide valuable information about what helps them to learn and achieve success. The views of pupils will be considered alongside those of parents and professionals when planning and reviewing support.

The school will always seek parental consent before approaching other professionals and outside agencies for information about their pupil.

Trinity CE/Methodist Primary School recognises that children with SEND can face additional safeguarding challenges. Staff are aware that additional barriers may exist when recognising abuse, neglect or exploitation in children with SEND. Safeguarding procedures are followed in accordance with Keeping Children Safe in Education and Working Together to Safeguard Children.

We also recognise the importance of promoting good attendance for pupils with SEND. Attendance patterns are monitored and appropriate support is provided where SEND-related needs impact attendance. We work in partnership with parents, carers and external agencies, where necessary, to reduce barriers to attendance and to ensure pupils can access their education successfully.

Although Trinity CE/Methodist Primary School is a primary setting, we recognise the importance of preparing pupils for the next stage of their education and future adult life. Through the curriculum and wider personal development opportunities, pupils are supported to develop independence, communication skills, resilience, self-advocacy and life skills that will enable them to participate fully in school life and prepare them for future learning and adulthood.

7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Children at Trinity CE/Methodist Primary School, who have medical conditions, will not be placed on the School's Special Needs Register unless they have additional requirements to support their learning or if their medical needs or their condition is affecting their learning or the health safety of themselves of others.

Children in school who have medical problems will be placed on the School's Medical Register. A form is given to parents to complete, before their pupil enters Trinity CE/Methodist Primary School, giving significant medical details. This will be regularly updated.

All information will be transferred from the Medical Register to an individual class record by the office staff.

Any pupil who has any particular needs in school will have this identified on the list next to their name. If a pupil has a particular care plan, then a copy is held in the office, in the medical trolley and in the pupil's classroom. If particular training is required, i.e. EpiPen training, then that will be carried out and kept up to date by relevant staff.

The class teacher must consult this form for allergies, if using food and materials in school etc, or on out of school activities, in which case they should carry the medication required.

There is a medical file in the office, which holds emergency references for every pupil, in case they may require hospital treatment.

There is a medical file in the office, containing the emergency procedures which have been agreed by the Governors, the Headteacher, the parents and medical advisors, in case emergency medical treatment should become necessary for a particular pupil.

Any pupil in this register has an individual medical plan, which is kept in the Medical Register file, a copy of which is given to the class teacher.

It is the responsibility of each member of staff to familiarise themselves with such information.

8. MONITORING AND EVALUATION OF SEND

In order to ensure continuous improvement in SEND provision, the school actively seeks feedback from staff, parents/carers and pupils throughout the year. This is gathered through parent and pupil questionnaires, review meetings, pupil voice activities and regular discussions with families. Parents/carers are involved in the development and review of IEP/IBPs, and their views are valued as an important part of the graduated approach.

All pupils on the SEND Register have a One-Page Pupil Profile, which is reviewed annually with the pupil, parents/carers, class teacher and SENCO to ensure that it remains accurate and reflects the pupil's strengths, needs, interests and aspirations.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on provision maps and reviewed regularly by the class teacher and SENCO, with input from specialist teachers and external agencies where appropriate. Provision is adapted in response to assessment information, pupil progress and emerging needs to ensure that support remains effective and responsive.

The effectiveness of SEND provision will be monitored through:

- Progress towards agreed outcomes identified within IEP/IBPs.
- Attainment and progress data.
- Attendance and punctuality data.

- Behaviour, wellbeing and exclusion data.
- Pupil voice activities and feedback.
- Parent/carer feedback.
- Reviews of interventions and provision.
- Recommendations from external agencies and specialist services.

Findings from monitoring activities will be reported to governors termly and used to inform future SEND priorities and school improvement planning.

Evidence of the effectiveness of SEND provision and its impact on pupil outcomes will be demonstrated through:

- Ongoing teacher and teaching assistant observations within the classroom and wider school environment.
- Adaptive planning and teaching to meet individual pupil needs.
- Samples of work demonstrating progress towards curriculum objectives and agreed outcomes.
- Progress against outcomes identified within IEP/IBPs.
- Assessment information demonstrating academic, social, emotional and developmental progress.
- Evidence of improved attendance, engagement, behaviour and wellbeing where appropriate.
- Pupil voice activities, discussions and questionnaires.
- Parent/carer feedback gathered through meetings, reviews and surveys.
- Feedback, reports and recommendations from external agencies and specialist services.
- Analysis of attainment and progress data for pupils with SEND, including comparison with school, local and national benchmarks where available.

9. TRAINING AND RESOURCES

The governors will ensure that they are kept fully updated of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

The SENCO and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

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The English and Maths Subject Leaders will monitor and evaluate progress and provide training on relevant interventions as they are needed. All subject leaders will monitor and provide training on how teaching is adapted for the needs of all children, including those with SEN.

The SENCO will monitor and track progress and will evaluate the effectiveness of interventions, adapting where necessary.

Other teaching staff will be kept up to date informally by the Headteacher/ SENCO and formally at staff meetings and training.

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENCO and relevant curriculum co-ordinators through regular INSET training. They will also attend relevant training to develop their knowledge and expertise to enable them to support children with specific difficulties.

The governors will ensure that the needs of pupils are met by employing a SENCO. The Headteacher and SENCO will use the pupil's statement or EHCP and LA banding document (when dealing with children with a statement of special educational needs or EHCP) to identify the areas of pupil need and make appropriate provision.

Time will be identified for staff to review progress; discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example, CPD for staff, SENCO cluster groups, Subscriptions etc.

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. Access to this funding is carried out through applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, SLT and governors to agree how the allocation of resources is used.

10. ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Trinity CE/Methodist Primary School this role is undertaken by James Harris, who meets regularly with the Headteacher and SENCO. For roles of governing body CoP Section 1:16-22, 1:39.

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and the Headteacher will identify areas for development in special educational needs and contribute to the school's development plan. The SENCO will co-ordinate provision for children on the SEN register.

All teaching and non-teaching staff will be involved in the formulation of the special needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

11. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored either electronically on the school system or physically in fireproof cabinets at Unity Place; these cabinets are locked overnight, and a key is stored in a locked drawer within the office. A copy of SEND records will be passed on to a pupil's next setting when he or she leaves Trinity CE/Methodist Primary School and any information remaining will be kept for the required amount of time. The school has a Confidentiality policy, which applies to all written pupil records. Each class teacher also has a class file, and relevant information is passed over at transition times from year to year. Children's records are organised into files for children on SEN Support, requiring outside agency involvement and then additional files for children who require additional support that can be met within the resources of the school.

12. REVIEWING THE POLICY

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The policy will be reviewed annually in consultation with parents, children, governors and the Senior Leadership Team.

13. ACCESSIBILITY

To ensure access for pupils, parents and visitors with disabilities, the school operates in accordance with the Equality Act 2010 and the school's Accessibility Plan.

Access to the school environment

Trinity CE/Methodist Primary School is a new school which opened in September 2010 is situated in Buckshaw Village with an additional site on Brookwood way opening in September 2017. Both sites have been specifically designed to meet with all Equality Act 2010 requirements. All entrances into school are fully accessible by ramps and the main entrance has a release button to enable full access for all. The school grounds are enclosed by a fence, ensuring the safety of all children and staff at all times. Access can be made to the school grounds by speaking to the office manager and signing in at the office reception on either site.

Access to the curriculum

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each pupil's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the TA's.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

- Clear behaviour expectations throughout all aspects of school
- use of Social and Emotional learning programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND
- All curriculum subjects are assessed and reviewed by the relevant co-ordinator enabling tracking of progress and attainment of all children.
- Support is also provided through the interventions provided by the learning mentor.

Where necessary the SENCO and Year 6 teachers will apply for extra time for the Key Stage 2 SATS, for children who may require it following liaison with parents and relevant outside specialists and agencies.

Admissions

Pupils with special educational needs will be admitted to Trinity CE/Methodist Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs. If the school is alerted to the fact that a pupil may have a difficulty in learning they will make their best endeavor to collect all relevant information and plan a relevant differentiated curriculum, attending link meeting's where possible to enable a good transition for the pupil and everyone involved.

Trinity CE/Methodist Primary School fulfils its duties under the Equality Act 2010 and the Children and Families Act 2014 and does not discriminate against pupils on the grounds of disability or special educational needs in relation to admissions, education, access to benefits, facilities or services, exclusions or any other aspect of school life.

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**
- (Disability Rights Commission: Code of Practice for Schools 2002)

14. DEALING WITH COMPLAINTS

Concerns relating to SEND provision should initially be discussed with the class teacher and SENCO. Where concerns remain unresolved, parents/carers may follow the school's Complaints Policy. Information regarding mediation and disagreement resolution services is available through the Local Authority SEND Information, Advice and Support Service (SENDIASS).

15. 15 BULLYING

At Trinity CE / Methodist Primary School we seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

We are committed to a value system within which children and adults involved with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable. Activities are carried out at the start of each half term to build on the ethos of treating each other with respect and understanding and particular activities are carried out within PSHE and SEAL to develop this further. All children are encouraged to treat each other equally and to value those traits which make each person unique and individual.

All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.

All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. For further information please see the schools Anti Bullying Policy.

16. APPENDICES

Our SEN Information Report can be found on the school website (Trinity Church of England Methodist Primary School - SEND (trinitybuckshaw.lancs.sch.uk).

Details of the school's local offer can also be found on the website. For details of the Local Authorities Local Offer please see here: http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

Should you need to contact anyone regarding concerns about your pupil's progress and learning in school, or if your pupil is going to come to Trinity and you feel you need to

Trinity Church of England/Methodist Primary School
— Buckshaw Village —
Headteacher: Mrs Jill R Wright
head@trinitybuckshaw.lancs.sch.uk

speak to someone about their needs, please contact the SENCO, Vickie Birchall via the school office 01772 624416.