HOLY TRINITY
CE Primary School

part of the

LDBS Academies Trust
LAT and LAT 2

Special Educational Needs and Disabilities Policy

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On behalf of the Board of Directors of the LDBS Multi-Academy Trusts (LAT and LAT2)			
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On behalf of Holy Trinity (Tottenham)			
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Publication to	☒ GovHub	☒ Staff info site	☒ Website

TRUST VISION STATEMENT

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." (Matthew 13: 31-32)

In the parable of The Mustard Seed, Jesus reminds us that even the smallest of seeds has the potential to grow into the fullness of itself. We aim to provide the right environment for our children, and all whom we serve, to flourish into the fullness of themselves. He tells us these seeds grow into trees, capable of providing a home for a rich diversity of life, our work is to ensure all in our communities grow into people of compassion and wisdom with a deep spiritual understanding of how to support the needs of others.

SCHOOL VALUES

"You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see your good works and give glory to your father in heaven" *Matthew 5:14-16*

We are a school that is more than bricks and mortar.
A place with a zest for learning without walls or limitations, where all are *held in the arms of love - respected* and encouraged.
A school that ignites curiosity *to take us beyond the world we already know; to r*ead the stories that have been told before us and write those yet to come.
A community that helps us pave our way, as we make great strides; where memories are made, that leave a sparkle in our eyes, and a smile on our face.
A place that builds strong foundations.
To cherish, to wonder, to dream, to flourish, to succeed.

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1 Aims and objectives

This SEND policy sets out LDBS Academies Trust's approach to SEND across all our schools. [

To find exactly how this policy is implemented in this school, please see that school's SEN information report on the school's website (link provided in Annex I – School-Specific Information).

The Trust's SEND policy aims to:

- Ensure all trust schools fully implement national legislation and guidance on SEND.
- Set out how our Trust, across all schools, will support and make provision for pupils with SEND.
- Provide pupils with SEND access to all aspects of school life so they can engage alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with pupils with SEND and their parents/carers, involving them in discussions and decisions about support.
- Explain roles and responsibilities of everyone involved in SEND provision.
- Ensure the SEND policy is understood and implemented consistently by all staff.

2 Vision and Values

In line with the Trust vision and school values stated above, the Trust and its schools:

- Have high aspirations for every child, with provision tailored to individual needs in small-class settings.
- Aim to achieve early identification in EYFS and smooth transitions (e.g. EYFS–KS1, year-group moves, KS2–secondary).
- Adopt inclusive practices: all pupils access broad/balanced curriculum, clubs, trips, and breakfast/after-school provision.

3 Legislation and Guidance

This policy is based on the statutory SEND Code of Practice (0 to 25 years, 2015), Keeping Children Safe in Education, and Working Together to Improve School Attendance.

It also complies with:

- Part 3 Children and Families Act 2014 (school SEND responsibilities).
- SEND Regulations 2014 (EHC plans, SENCOs, SEN information reports).
- Equality Act 2010 (reasonable adjustments, public sector equality duty).
- Academy Trust Handbook 2025 (trustee SEND duties). [web:26]
- School Admissions Code.
- Our funding agreement and articles of association (LAT and LAT 2)

4 Inclusion and Equal Opportunities

In our trust, we create inclusive environments offering all pupils a broad, balanced, challenging curriculum. We make reasonable adjustments to teaching, curriculum, and environment so pupils with SEND are included in all school life.

All schools apply best endeavours to remove barriers, focusing on high-quality teaching first, then additional support.

5 Definitions

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty/disability requiring special educational provision (additional/different from peers).

5.2 Disability

Physical/mental impairment with substantial long-term adverse effect on daily activities. Schools make reasonable adjustments.

5.3 The 4 areas of SEND

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	**Description**
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia

	• Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6 Roles and Responsibilities

6.1 Trust Board of Directors

- Approves this template policy.
- Ensures all schools meet SEND duties; monitors via termly SEND data reports from LACs/SENDCos.
- Oversees central SEND training/funding (e.g. shared SENDCo if needed for 1FE schools).

6.2 Each Local Academy Committee (LAC)

- Approves local implementation
- Appoints SEND link governor, meets SENDCo termly.
- Monitors school SEND budget, progress, and SEN information report publication.

6.3 Special Educational Needs and Disabilities Coordinator (SENDCo)

A qualified teacher working at the school will be designated as SENDCo for the school. The school should ensure that the SENDCo has sufficient time away from teaching and resources such as administrative support, to carry out their functions. It may be appropriate for a number of smaller primary schools to share a SENDCo, employed to work across the individual schools, where it secures sufficient time / support to enable the SENDCo to fulfil the role effectively for the total registered child population across all of the schools. In such cases, the SENDCo should not normally have a significant class teaching commitment. Schools should review the effectiveness of such a shared SENDCo role regularly and should not persist with it where there is evidence of a negative impact.

A newly appointed SENDCo, where they have not previously been a SENDCo for a total of more than 12 months, must achieve a National Award in Special Educational Needs Co- ordination within 3 years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider.

The SENDCo will assist in determining the strategic development of SEND policy/provision in the school, most effectively as part of the school leadership team. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents / guardians and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role.

Key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's budget and other resources to meet children's needs effectively;
- Liaising with parents / guardians of children with SEND;
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and its support services;
- Liaising with potential next educational providers to ensure smooth transitions;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010;
- Ensuring that the school keeps the records of all children with SEND up to date; and
- When possible, the SENDCo attends the area SENDCo cluster meetings.
- Keeping SEND-related records up to date and ensure their safe storage
- Contributing to the SEN information report

6.4 Headteacher

The headteacher will:

- Work with the SENCO and SEND local governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and local governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents/carers and pupils

6.6.1 Parents / Carers

Parents/carers should inform the school if they have concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parents/carers in any decisions made about the pupil. Parents/carers will be fully aware of planned support/interventions and may be asked to reinforce/contribute to progress at home.

6.6.2 Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets/outcomes.
- Attending review meetings where appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in decisions that affect them, whenever possible.

7 Special Educational Needs (SEN) Information Report

Every school in the trust publishes an SEN information report on its website, setting out how this policy is implemented in the school, including practical arrangements and elaborating on the information provided at a LA-wide level in the Local Offer. It covers the 14 statutory items required by SEND Regulations 2014.

The published information is updated annually and any changes occurring during the year is updated as soon as possible.

The report of each school in the Trust includes:

- Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENDCo;
- Arrangements for consulting children with SEN and involving parents / guardians in their child's education;
- Arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents / guardians as part of this assessment and review;
- Arrangements for supporting children in school transitions;

- The approach to teaching, and adapting the curriculum and environment, for children with SEN;
- The expertise and training of staff to support SEN, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision;
- How children with SEN are enabled to engage in activities available with children in the school who do not have SEN;
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying;
- How the school involves other bodies, including health and social care, LA support services and voluntary sector organisations, in meeting children's SEN and supporting their families;
- Arrangements for the admission of pupils with disabilities or additional needs, the steps taken to prevent them from being treated less favourably, the facilities provided to assist access and the schools' accessibility plans; and / or
- Arrangements for handling complaints from parents / guardians of children with SEN about the provision made at the school.
- Named contacts within the school for situations where parents / guardians have concerns.
- Details of the school's contribution to the Local Offer and information on where the LA's Local Offer is published.

Schools should also make data on the levels and types of need within the school available to the LA. This data will be required to inform local strategic planning of SEN support, and to enable the LA to identify children who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

8 Our approach to SEND support

8.1 Identifying pupils with SEND and assessing needs

Schools assess pupils' skills/attainment on entry, using prior records/baselines. Class teachers monitor progress regularly, identifying SEND where:

- Progress significantly slower than peers (from same baseline).
- Fails to match/better previous rate or close attainment gap.
- Gap widens (including wider development/social needs).

Slow progress/low attainment does not, in its own right, confirm the presence of SEND. The school will take short-term factors (e.g. bullying, bereavement, EAL, Service families) into account. Persistent behaviour issues will also be assessed for underlying causes (e.g. learning, communication, mental health). All pupils receive high-quality, differentiated teaching at the school and for most pupils this is the most effective way of addressing each pupil's particular needs.

If the child shows no improvement despite targeted teaching, the SENDCo will make a formal assessment, which may involve educational psychology (EP) testing and/or external specialists.

The 4 broad areas of SEND are defined in Section 5.3 above. These are the areas that the school may assess for, acknowledging that pupils' needs may cross multiple areas or evolve from one area to another over time.

8.2 The graduated approach

Once SEND identified, schools take action to remove barriers via the 4-part cycle: Assess, Plan, Do, Review.

- Assess: In this stage, the class teacher and SENDCo analyse the pupil's needs, taking into account the views of the parent, external advice and (where possible / relevant) the pupil
- Plan: In this stage, adjustments/interventions and desired outcomes are agreed, along with the next review date. This will be recorded in the pupil's passport/SEND plan.
- Do: This stage is led by the class teacher to ensure the Plan is executed in collaboration with teaching support staff and/or specialists.
- Review: Impact is evaluated in this phase, combining progress data and views of all parties involved in the plan. The support is revised in light of the review and the Plan is adjusted, leading to another Do / Review cycle.

8.3 SEND support levels

The different SEND support levels available in schools are:

- SEN Support – This is a graduated, school-based approach, funded from the school's existing notional budget (census code K).
- EHC plan: This support level is available for pupils with recognised higher needs. This is funded from the school's existing notional budget but LA-funded top-up funding is possible; census code E). See Error! Reference source not found. for EHC process.

8.4 Evaluating effectiveness

Effectiveness of the plans and their execution are evaluated on an ongoing basis, using provision maps, review cycles, pupil/parent feedback, annual EHC reviews and monitoring by the SENDCo.

9 Attendance

The school has the same attendance ambition for pupils with SEND as it has for all pupils. The school does recognise that pupils with SEND may need additional support to overcome barriers to attendance.

The school's approach to SEND-related absence can be found in the Trust's / school's attendance policy.

In line with the Attendance Policy, in those cases where the use of part-time timetables is considered beneficial, this measure will be time-limited, jointly planned with parents and regularly reviewed. The use of reduced timetables may never reduce the pupil's overall education entitlement.

10 Safeguarding

Pupils with SEND face additional safeguarding challenges, such as higher abuse risk and recognition barriers. See the school's / Trust's Safeguarding and Child Protection Policy for more information on the additional pastoral support and SEND communication adjustments that may be considered if relevant on a case-by-case basis.

Online and E-Safety is an important consideration for all children within the school. However, it is particularly important to ensure that children with special needs, who may not be as astute at making critical and considered choices, and are therefore at higher risk when operating within an online environment, are appropriately protected.

The school will use comprehensive monitoring and filtering systems, coupled with appropriate acceptable use policies and training, to ensure that all children are safe online. Please see the school's / Trust's Online & E-Safety Policy and the school's / Trust's Safeguarding & Child Protection Policy.

11 Expertise and training of staff

Staff development and training in relation to SEND should be regarded as part of school improvement and / or performance management; schools should provide training to teachers enable them to support children with SEND. Assessment and strategies for review of provision will also inform professional development for teaching.

Training may be undertaken in the three levels of development:

- Basic Awareness – for those in contact with children with particular SENs;
- Enhanced – for those working regularly with children with particular SENs, e.g. adapt teaching and learning; and
- Specialist – in-depth training for staff in the school advising and supporting on specific needs.

SEND training and development may include SEN qualifications, teacher training day, a National Award earned / being earned by the SENDCo as per legislation, and other approaches as appropriate.

Headteachers and SENDCos identify training needs via performance management, which is then incorporated into school CPD plans. The Trust centrally supports National Award for SENDCos in smaller schools.

12 Links with External Professional Agencies

The school makes every effort to liaise fully with all relevant services to ensure that help and assistance is maximised for the benefit of children with SEN. It will meet regularly with Social Services when appropriate and have regular visits from the school nurse or nursing services. External professional services may include access to speech therapy, occupational therapy, educational psychology and physiotherapy specialists. Child and Adolescent Mental Health Services (CAMHS) will also be involved as and when required.

Relevant local clinicians, such as community paediatricians, will participate in the development of the child's EHCP, advising on the child's needs and the provision appropriate to meet them. Clinical Commissioning Groups must ensure that commissioned services are mobilised to participate in the development of EHCPs.

Health or social care provision which educates or trains a child must be treated as special educational provision and included in Section F of the EHCP.

Relevant local services are listed in ***Annex I*** – School-Specific Information.

13 Admission and accessibility arrangements

13.1 Admissions

Admissions of pupils with EHCPs are done via the local authority. School(s) are then consulted to ensure the school can meet the child's needs before a space is offered. As per the DfE's School Admissions Code, schools allocate these spaces before those of other pupils to ensure the school's oversubscription criteria do not unfairly disadvantage SEND pupils.

13.2 Accessibility

In line with the UK Equalities Act 2010 and the SEN and Disability Act 2001, each school is required to ensure equal access to education for disabled students.

Schools are required to:

- Set clear policies and strategies for addressing the needs of students with SEN and disabilities, ensuring they / their parents or guardians are actively involved in the decision-making process.
- Provide accessible learning environments that remove barriers to participation for pupils with disabilities, including physical, sensory, and learning difficulties.
- Ensure compliance with legal duties under the Equality Act 2010, which includes providing information and equality objectives that reflect the experiences of disabled pupils.
- Implement continuous professional development for teachers and staff to improve their understanding and implementation of the requirements for SEN and disabilities.
- Develop, reviewing and publish their Accessibility Plan, which identifies and eliminates barriers to access for students with disabilities, ensuring they are included in the school community.

Schools are required to demonstrate compliance with these requirements through statutory assessments and annual reviews, and parents or guardians can appeal to the Special Educational Needs and Disability Tribunal if they believe needs are not being met.

14 Complaints about SEND provision

Complaints in relation to children who have SEND, but do not have EHCP should me made in accordance with the Trust's / School's Complaints Policy, which is available on the school's website (see **Annex I** – School-Specific Information) or the Trust's website: https://www.ldbsact.org/Policies/. In line with our policy, complaints will always be considered informally in the first instance. Please direct any complaints you may have to the school's SENDCo.

Complaints relating to EHCPs (e.g. regarding the Plans or statutory assessments) should be taken up directly with the LA that issued the plan. The school can also appeal if a referral is refused.

15 Monitoring and evaluation arrangements

15.1 Evaluating effectiveness

The Trust monitors the effectiveness of the school's SEND provision through the termly LAC/SENDCo reports. These reports include progress data, parent/pupil surveys and any information regarding exclusions. Each school evaluates the effectiveness of the plans and its provision via provision maps, review outcomes and evaluation of attainment gaps.

15.2 Monitoring the policy

This policy is reviewed and approved annually by Trust Board and more frequently in the event of new legislation and/or procedures. The school's Local Academy Committee also annually approves the local version of the Policy.

16 Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The LA's local offer (see **Annex I** – School-Specific Information)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

ANNEX I – SCHOOL-SPECIFIC INFORMATION

Contact information key school and LA SEND roles:

Role	Name	Contact Details
Assistant Headteacher for Inclusion/ SENCo	Alice Parker	office@ht309.ldbsact.org
Headteacher	Lisa Miles	office@ht309.ldbsact.org
SEND Link Governor		Debra Griffith
Local Authority SEND department	Haringey SEND Service	020 8489 1913 **(Early Years to Yr 5)** SENDTeam1@haringey.gov.uk **Email (Years 6 to Year 11):** SENDTeam2@haringey.gov.uk
Local Authority Family Support Services	MASH Multi-Agency Safeguarding Hub (MASH).	020 8489 4470
Local Authority Social Care	Haringey Children's Social Care	020 8489 4470
Haringey SEND contacts / services: • Educational Psychology (EP) • Children and Adolescent Mental Health Services (CAMHS) • Speech and Language Therapy (SALT)	educationalpsychology@haringey.gov.uk beh-tr.camhsreferral@nhs.net Speech & Language Therapy Service Team	0208 489 3004 0208 702 3400 0203 224 4399

Other school SEND information:

Information	Location
School SEND information	https://www.holytrinityn17.ldbsact.org/Inclusion/
School accessibility facilities (e.g. ramps at main entrance, hoist in hall)	Ramps at main entrance, ramps from car park pedestrian entrance
School Accessibility Plan	https://www.holytrinityn17.ldbsact.org/Inclusion/
School Complaints Policy	https://www.holytrinityn17.ldbsact.org/Policies/School-Policies/