

Holy Trinity Primary School Special Needs Policy

We consider that all children have the right to be educated in a learning environment where a caring climate is fostered.

Every pupil should regularly experience success in learning through reaching realistic and achievable learning goals, devised for the child and enhanced by a rich and diverse bank of educational experiences.

We believe that he/she should take from school a sense of self-worth, while achieving his/her full potential.

When making provision we will adhere to the Code of Practice

- **Stage 1** In Class support
- **Stage 2** Support within school from SEN Staff
- **Stage 3** Support from Outside Agencies
- **Stage 4** In process of being Statemented
- **Stage 5** Statemented

An Annual Review is held for Statemented children and all those involved with the child are invited to attend to ensure the appropriate support is available for the child.

Provision of Special Needs is a shared responsibility between the Board of Governors, the Principal, the Staff, the SENCO and the Parents

Children should be involved as far as possible taking age and understanding into account.

Main aims –

- to ensure children maintain their self esteem,
- to develop each child's ability to communicate and
- to ensure they are fully integrated into the life of the school

Difficulties are identified as early as possible.

Parents are informed and the child is placed on the school SEN Register.

SEN Register.

Each child has an individual file which includes all relevant information including an Initial Assessment form and Individual Educational Plans which are completed twice a year.

Parents are invited up to discuss the child's Individual Educational Plans twice a year

Why children are included on the Register

P1-P3

- Teacher recommendation where there are concerns with regards to learning or behaviour
- Parental concerns
- Recommendation from Educational Psychologist

P4-P7

- Standardised Tests scores <85 in English or Maths

Children with Physical/Social/Emotional/Medical Difficulties

P1-P7 Moderate Learning Difficulty Units and Partially Hearing Units

Children who are placed in the Units have already been assessed by a Psychologist
Transport will be provided where appropriate

The Class Teacher has overall responsibility for the child.

SEN Staff will provide additional support.

Outside Agencies may also be involved to ensure the effectiveness of any school based programme designed to help the child.

These Agencies include:

Educational Psychologists

Peripatetic Teachers

Outreach Teachers (Literacy, ASD and Behavioural Support)

Speech and Language Therapists

Audiologists

Social Workers

School Nurses

Arrangements for Staff Development are ongoing.

All members of our staff are encouraged to attend courses relevant to the children's needs
e.g. Dyslexia, ASD, ADHD etc

In Holy Trinity there is a meaningful partnership with Parents, Staff and Outside Agencies. Parents are welcome to contact the school at any time throughout the year should they have any concerns.