



**Inclusion Policy
&
Special Educational Needs and Disabilities Policy**

Christian Vision

At the heart of our school are high expectations and depth in faith that inspire us to grow, flourish and work together to achieve our full potential. It is our intention that we all develop our fullest sense of self, both individually and collectively.

Holy Trinity and S. Silas

Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is in this way that we prepare our children for the future and fulfil our school motto: 'Fortis in Fide' (*'Strong in the Faith'*).

"And let us consider how we may spur one another on toward love and good deeds, but encouraging one another-and all the more as you see the Day of the Lord approaching." (Hebrews 10.25)



'Strong in the Faith'

1. Inclusion Policy

1 Introduction

1.1 The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children, as detailed in our Christian Vision. The achievements, attitudes and well-being of all our children matter; we want them all to grow, flourish and work together so as to achieve their full potential, as stated in our vision. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Aims and objectives

2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3 Teaching and learning style

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can, so as to reach their full potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual

needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area/s for which the child shows particular aptitude.

3.3 Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

3.4 Teachers ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

4 Children with disabilities

4.1 Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. The school has undertaken an accessibility audit with the view to meeting both parent's and children's needs as fully as possible.

4.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities if needed. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

5 Disapplication and modification

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through adaptation of teaching and of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

5.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

5.3 Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6. Racism and inclusion

6.1 The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

7 Summary

7.1 In our school, the teaching and learning, achievements, attitudes and well-being of every child are of vital importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning, supporting them to meet our high expectations and achieve their full potential.

2. Special Educational Needs and Disabilities Policy

1. Key Contacts

SEND Co-ordinator (SENDCO): Rebecca Wainer

The SENDCO is responsible for the day to day running of SEND provision. This will be overseen by the Headteacher and Deputy Headteacher.

Responsibilities:

- Lead on the day-to-day operation of the school's SEND procedures following guidance in the SEND Code of Practice
- Liaise with teaching and non-teaching members of staff and appropriate agencies
- Lead meetings with external agencies
- Plan closely with class teachers
- Ensure progress is monitored and reviewed
- Conduct annual reviews and target review meetings
- Plan INSET for all staff
- Review and monitor provision

Contact details:

Telephone number: 0207 267 0771

Supervisor: Lorraine Goll (Head Teacher: head@holytrinitynw1.camden.sch.uk)

SEND Governor: Tessa Ross

The role of the Governing Body is to have general oversight of this policy and ensure that the school's provision for pupils with SEND is effective. The designated SEND governor works closely with the SENDCO and monitors the impact of policy and interventions.

Responsibilities:

- Meet termly with the SENDCO for an update on how Holy Trinity and S. Silas is meeting its SEND responsibilities
- Aim to ensure that the necessary provision is made for any child who has special educational needs
- Consult on any complaints regarding SEND provision within the school
- Ensure adequate staffing and training to meet the school's SEND needs
- Report to the Performance Committee and whole Governing Body

2. The school's context

Holy Trinity and S. Silas is a Camden primary school for the 4-11 age range (Reception-Year 6). There is one class, with a maximum of 30 children, per year group. Children start school in the year they turn 5 in our Reception class.

Every teacher is a teacher of pupils with SEND and will ensure that all pupils have the same access to the school's broad and balanced curriculum. Our school will involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child, their knowledge is essential to effective planning.

3. Policy Rationale

The purpose of a policy on Special Educational Needs and Disabilities is to ensure there is whole school agreement on the principles and practice relating to special educational needs and disabilities. The policy reflects the 2014 SEND Code of Practice and will aim to

- Ensure early identification and support for children with SEND
- Ensure all staff follow clear procedures
- Clarify roles and responsibilities within school and with outside agencies
- Strengthen communication between staff and parents/carers
- Enhance the skills, knowledge and understanding of all teachers and support staff
- Support differentiation in teaching
- Link closely with other policies (detailed below)
- Allocate resources on a fair and open basis
- Develop consistency of provision across the school.

This policy is accessible to staff, parents and governors. It makes explicit how we identify, assess, support and review the progress of children whom we judge to have special educational needs. The SEND policy is linked closely to several other school policies. These include the policies for behaviour, assessment, inclusion, equal opportunities and children with medical needs. It is also to be read in conjunction with the school accessibility plan. Provision and procedures for pupils with medical conditions are covered in the Managing Medicines Policy. The policy will be reviewed annually by the SEND coordinator and SEND governor, before being approved by the school governing body.

4. Provision for Special Educational Needs

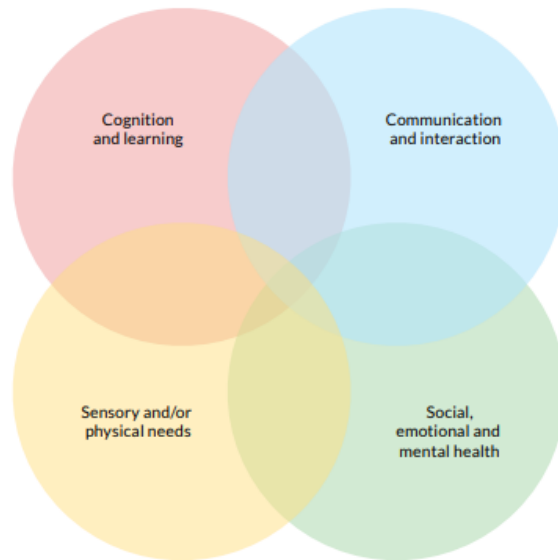
The 2014 SEND Code of Practice states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

There are a range of special educational needs which are detailed below. Pupils may well have more than one special educational need.



- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, and may have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. At Holy Trinity and S. Silas, we see all behaviour as a form of communication and work carefully to understand what might be causing the child to behave in this way. Concerning behaviours may include the child becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health issues such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other

children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the 'Social Care for Deafblind Children and Adults' guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- **Medical needs**

Where children have a medical condition and a special educational need the provision will be well-coordinated. This will usually be in the form of an Individual Health Care Plan. Holy Trinity and S. Silas will support the necessary agencies where a child with a medical condition is having to be educated temporarily away from school.

5. Admission arrangements

Our policy for SEND admissions is included in the school's admission policy. In the event of an SEND application the Governing Body will require sufficient supporting professional evidence so that it may properly consider whether the school is able to fully cater for the child's needs.

The school is aware of the access needs of disabled children, staff and parents/carers. The school's Accessibility Plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995). It begins by ensuring the needs of existing disabled pupils are being met. It then goes on to consider what it would need to do to respond to the needs of future disabled pupils. It aims to improve the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education provided by the school. It also considers the access needs of staff and parents/carers.

6. Identification and Assessment for children with SEND

Holy Trinity and S. Silas has a clear approach to identifying and responding to children with SEND:

Responsibilities of the class teacher:

- Baseline assessments of all pupils in Reception
- Ongoing teacher observation
- Informal and formal half-termly assessments of all pupils in reading, writing and maths

- Teacher's pupil progress analysis to monitor progress of all pupils in core subjects
- Running records to assess reading skills of identified children
- Use of Target Tracker to identify individuals and groups of pupils who are not making expected progress given their age and individual circumstances.
- Highlighting children of concern to the SENDCO.

Responsibilities of the SENDCO:

- Tracking children with SEND to closely monitor their attainment and progress
- Termly cycle of SENDCO meetings with class teachers to follow the Assess, Plan, Do, Review process (APDR) – Pupil Progress, Provision Map meetings, SEND review meetings (see diagram below).
- Bi-annual parent/teacher SEND meetings with class teachers and parent/carers to review the needs of children with SEND
- Supporting the sharing of information between class teachers and support staff at the end of the school year to support transition.



As stated in the 2014 Code of Practice, pupils making less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

A lack of progress or attainment does not automatically mean that a child has a special educational need. If a child's wellbeing is deteriorating or not as the school would hope for, the school will look at the underlying causes and seek to ascertain whether it is a special educational need that is affecting the child's development or other factors, for example:

- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an additional language (EAL)
- Circumstances leading to eligibility for Pupil premium
- Being a looked after child (LAC)

Where a child's learning difficulty or disability calls for special educational provision that differs from or is additional to that which is normally available to pupils of the same age, the school will provide appropriate support. This support will depend on need but a conversation will take place between the school SENDCO, class teacher and parent/carer before provision is finalised and put in place.

Examples of support are:

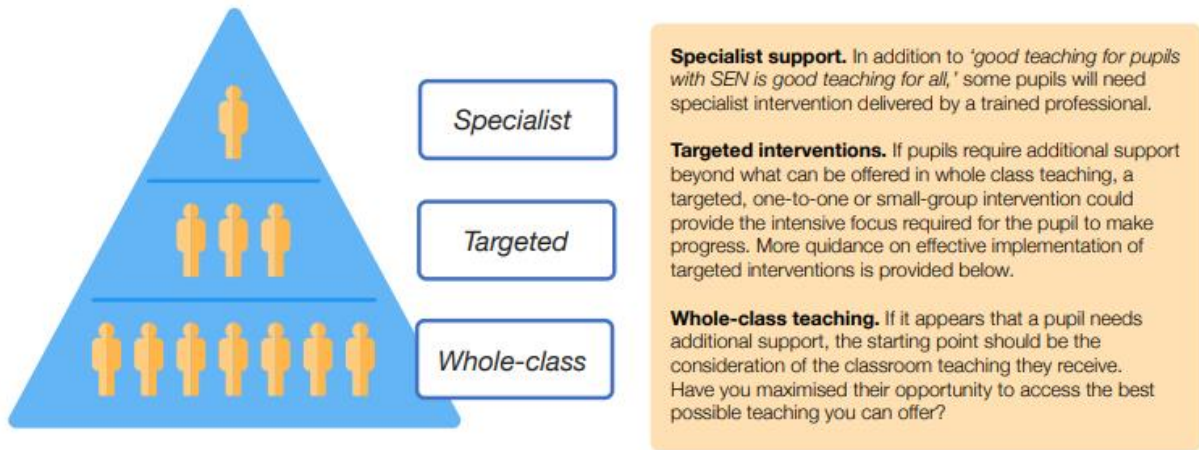
Area of SEND	Provision
Communication and Interaction	Speech and language groups Direct and indirect intervention from Speech and Language Therapist/Language and Communication Teacher
Cognition and Learning	1:1/small group interventions such as Precision Teaching or pre-teaching Assessment and target setting from Educational Psychologist
Social, Mental and Emotional Health	ELSA (Emotional Literacy Support Assistant) / Learning mentor support Counselling Art therapy Input from MHST (Mental Health Service team) or CAMHS (Child and adolescent mental health services)
Sensory and/or physical needs	Sensory/movement breaks Sensory circuits Sensory resources such as weighted items, fiddle toys, wedge cushions Input from Occupational Therapist

Holy Trinity and S. Silas will always consider the needs of the whole child, not just the particular special educational need. This is reflected in Class Provision Map and individual plans, where targets are regularly set, updated and reviewed based on clear dialogue between the school, child and parent/carers.

Where children with SEND support make good progress and it is felt that they no longer need additional support/input, they will be removed from the school's SEND register. Class teachers are made aware of children who have received SEND support in the past so that they remain closely monitored in case further support is needed in future.

7. Provision for children with SEND

At Holy Trinity and S. Silas, we use a tiered approach to SEND support called a graduated response:



Whole class/universal adaptations

For many children, their needs can be met through adaptive teaching within the classroom. Teachers prepare for this in their weekly plans.

Adaptations for children with disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

Teachers modify teaching and learning to ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers planning:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities.

Adapting the curriculum and learning environment for pupils with special educational needs

Holy Trinity and S. Silas will adapt the curriculum and learning environment for pupils with SEND wherever necessary. For example:

- Adapting materials for a visually impaired pupil
- Adjusting the acoustic environment for a hearing-impaired pupil
- Ensuring appropriate resources are available for Autistic pupils.

The class teacher and SENDCO are responsible for liaising with the headteacher if any pupil needs special access requirements for any national tests undertaken (access arrangements).

Targeted and Specialist SEND Support

If the class teacher still has concerns when comparing the attainment and progress of a child with the rest of the class, then the child should be identified for **targeted or specialist support**. The class teacher would discuss the matter with the parent/carer and SENDCO and a mutual decision would then be made to put the special needs support process into action. The SENDCO is then responsible for working with the class teacher to acquire relevant information in order to complete assessments, often with the support of specialists, plan for the future support of the child, and monitor and review the action the school has decided to take. Targets and strategies will be recorded on our Class Provision Maps and, where appropriate, on an Individual Education Plan (IEP) which will be reviewed at least termly. Whenever possible, the parent/carer and child should be involved in the target setting and review process.

The class teacher and SENDCO are responsible for managing the provision plans and ensuring that additional support is appropriately managed and timetabled. It is the responsibility of class teachers and any other staff who work with children receiving targeted support to have regular meetings to discuss progress against targets and carry out assessments. This information is then used to inform future planning.

The school may seek support from outside agencies. They may act in an advisory capacity, provide an assessment or provide teaching support. The following outside agencies are currently used to support the work of the school:

- Educational psychology service
- Camden's Language and communication team (CLCS)
- Primary Learning Support Service (SEMH outreach)
- Occupational Therapy Service
- Clinical psychology (CAMHS)

Other agencies may be used to support children in the school as required.

The SENDCO will also work closely with the outside agencies and class teacher to plan and review the additional support.

Funding

The delegated SEND funding process in Camden means that the money in school is used to respond to all but the most complex/exceptional special educational needs- this includes using specialist services. The school may also use Pupil Premium funding where pupils with SEND are also/or have been eligible for free school meals.

Assessment for Education Health Care Plan (EHC Plan) or Exceptional Needs Grant (ENG).

If the above SEND Support does not provide adequate or appropriate support, parent/carers or the school may make a request for assessment for an Education Health Care Plan (EHC Plan) or Exceptional Needs Grant (ENG).

Education Health Care Plans (EHCPs)

The SENDCO, with the support of the Head Teacher, is responsible for gathering all the supporting evidence and sending it to the local authority. If an EHC Plan assessment is refused, the parents, with the support of the school, have the right to take the matter to a SEND tribunal.

Once a child has been allocated an Education Health Care Plan, the SENDCO is responsible for liaising with the class teacher, the key worker/s (if specified on the EHCP) and other relevant members of staff to manage and timetable the additional resources allocated to the child. It is vital that all adults working with the child are clear on the input they are expected to make and that any TAs are suitably trained and prepared. The SENDCO is also responsible for arranging and managing annual reviews for all children with an EHC Plan.

Exceptional Needs Grants (ENGs)

Camden has developed an Exceptional Needs Framework (ENF) to ensure a transparent, coherent, fair and equitable approach to funding provision for Camden children and young people with exceptional levels of special educational needs and disabilities (SEND) in mainstream schools. The framework is a more collaborative approach between schools and the local authority to managing High Needs Block spend in the most efficient way possible.

Where schools have evidence that a child with SEND has an exceptional level of need that requires provision that cannot be delivered from within the resources ordinarily available, they can seek additional funding from the Local Authority in which the child resides in the form an Education Health and Care Plan (EHCP.)

Camden schools may alternatively request an Exceptional Needs Grant (ENG) for children residing in Camden. A panel of SENDCOs will determine whether or not to issue a grant, for how much, and for how long. It is for children with the same level of need as might otherwise have had to wait for an EHC needs assessment. If funding is agreed it could be Band 1 (25 hours of additional support) or Band 2 (32.5 hours) and will last for 1 or 2 years or possibly until the end of key stage. When an ENG ends, a new request can be made to continue funding where needs remain exceptional. ENGs are transferable between Camden schools and will be extended to cover the first term of a new school (including secondary transition) to allow for transition arrangements and repeat requests where necessary.

Records

All children who receive SEND support have an individual online file that is accessible only to the Senior Leadership team. All individual records, plans and/or assessments are confidential and only shared with relevant agencies. If/when a child moves school, their records are sent to the new school.

Evaluating the effectiveness of provision for pupils with SEND

The school has an effective monitoring and coaching programme that includes a termly focus on provision for pupils with SEND. In addition to termly review meetings of children's individual progress with the SENDCO and class teacher monitoring will include:

- Appropriate classroom organisation and display
- Book looks
- Pupil conversations / pupil voice

- Parent conversations / parent voice
- Learning walks
- Attainment and progress data
- Review of intervention strategies
- Pupil progress meetings
- Provision Map meetings
- SEND progress review meetings

Outcomes from this monitoring are then used to update the School Improvement Plan.

Assessing and reviewing the progress of pupils with SEND

Children's attainment and progress in reading, writing and maths is tracked across the year. Pupil progress meetings are held termly to discuss children's attainment and progress and any child of concern discussed. In addition, children receiving SEND support have

- Termly review cycle with setting of their targets (APDR cycle) – Provision Map meetings; SEND progress review meetings.
- Bi-annual parent/teacher SEND meetings
- Target review and setting meetings with outside agencies
- Annual reviews (for children with an EHC plan)
- Pupil voice

Engagement across the curriculum

The school seeks to ensure that all pupils, irrespective of any special educational needs, have the opportunity to engage in all the activities of the school (including physical activities). Where appropriate, this may include:

- Lunch and break time support with reasonable adjustments
- Reasonable adjustments made for educational visits and journeys
- PE curriculum adapted as necessary
- Children with SEND being given responsibilities and roles in school

Support for improving the emotional, mental and social development of pupils with special educational needs

The school has an inclusive ethos that aims to support all children in their emotional, mental and social development. Support available includes:

- Emotional Literacy Support Assistant (ELSA)/Learning mentor support
- School counsellor
- Art therapy
- Mental Health Service team (MHST) individual, group and parent support
- Child and Adolescent Mental Health service (CAMHS) individual and parent support
- PSHE lessons with a focus on Mental Health and wellbeing
- Y6 wellbeing lead projects
- Friendship and social skills groups
- Y5/Y6 Hero Buddies – across school support, including Hero Buddy days and playground support.
- Use of Emotion Coaching scripts and restorative conversations with children by staff

- Use of Zones of Regulation strategies and resources
- Adapting environments to include calm corners, worry boxes, work stations and sensory areas

The school has an anti-bullying and an e-safety policy that are followed by all staff, and high attendance and punctuality is promoted by weekly recognition and rewards.

PHYSICAL RESTRAINT

Physical contact is a frequent and necessary part of the daily interaction between teachers and pupils. This may include manual prompting, physical guidance or simply support which may be used in teaching, therapy or reassurance. However, in exceptional circumstances, physical restraint may be necessary.

Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to use reasonable force in order to:

- prevent a pupil from hurting themselves or others
- prevent a pupil from causing serious damage to property
- remove a disruptive pupil from a classroom
- prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

To ensure the welfare of pupils and protect staff from any misplaced allegations, any physical contact between staff and pupils must be appropriate within the context of the teacher/pupil relationship, the pupils' age and the circumstances. There are many examples of appropriate positive physical contact that can be used to reassure, comfort, guide or calm a pupil, such as holding hands.

Physical intervention can cover a wide variety of contact with pupils of varying degrees of intrusiveness ranging from positive handling, such as gentle guiding to physical restraint. The level of intervention used and the degree of force required will be determined by the circumstances and the level of assessed risk to the pupil and others.

Generally, low-level physical contact/positive handling can be used to manage most behaviour, for example gentle contact to comfort, reassure or guide a pupil away from risk or block their movements. For younger pupils, this positive handling can be used to control the child's movements in order to keep them from harm or danger. The level of contact and force that would be acceptable to achieve this would be similar to the actions that a reasonable parent would do to keep their own child safe.

In some situations, it may be necessary to use a physical intervention that involves restraint and the use of force. Where force is used, it must be a proportionate and reasonable response to the risk involved and decisions to use force must be based on a full risk assessment.

Reasonable force should involve 'no more force than is needed' and should only be used for the purposes of restraining or controlling a pupil in order to safeguard pupils, stop damage to property or keep order in the classroom. What is reasonable force will be down to the professional judgement of the staff member but any use of force must be justifiable and the paramount consideration is that any action is taken in the interests of the pupil. Staff use the 'Team Teach' model in these circumstances of physical restraint and training is provided by the Local Authority.

8. Training of Staff

All staff, including teaching assistants, have regular training and guidance to meet the needs of our children. In school training with an SEND focus ensures that teachers and TAs:

- Have an awareness of the different special educational needs and disabilities of children in the school
- Are able to plan and teach/support lessons which meet the needs of all children
- Understand the social and emotional needs of children with SEN/D
- Have been briefed on the procedures set out in this policy.

The Assistant Head/SENDSCO has a responsibility to arrange and provide relevant training, which may be run by local or national organisations. There are three levels of training and development:

- **Universal awareness:** for all staff who are in contact with pupils with particular special educational needs
- **Enhanced/Targeted:** for staff regularly working with particular SEND pupils, for example in how to adapt teaching and learning to meet specific needs
- **Specialist:** this is in-depth training, advising and supporting on specific needs, for example a course on Autism and how this affects the way a child may learn.

An annual audit of staff training and knowledge of specific needs is undertaken and used to inform training needs across the school.

In the event that a child is coming to school with needs that the school have not previously supported, the SENDSCO is responsible for organising appropriate training for the staff members likely to be involved with that child. The school uses the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our teachers as part of their professional development.

The SENDSCO attends Camden Local Authority SENDSCO forums and cluster meetings and the school is part of the Camden SEND Hub for sharing best practice and developing inclusion projects. All SENDSCOs nationally are required to have the National SENDSCO qualification within three years of starting the role. The designated governor is expected to attend relevant training for their role.

9. Equipment and Facilities

Where necessary the school invests in resources and equipment to support children with SEND and to ensure accessibility. This will mainly be from the delegated SEND budget.

10. Parent/Carers

Holy Trinity and S. Silas recognises that an effective partnership with parents/carers is of vital importance. Parents/carers are informed and involved at every stage of special needs provision. This ranges from discussing initial concerns with the class teacher to co-operating with strategies and approaches. Parent/carers are invited to bi-annual parent/teacher SEND meetings and provision letters are sent home each term. Parent/carers of a child with an EHC Plan are invited and expected to attend annual reviews and transition meetings.

11. Child’s Involvement

The school believes that the best way to find out if a child is happy, feeling safe and taking part in the full life of our community is to hear their voice. The school makes sure that its children are listened to and responded to in a number of ways including:

- Clear policies and systems to support children in expressing worries or concerns
- Talking to children about their experience of learning
- Conducting pupil voice / questionnaires
- Discussing individual targets with children
- Ensuring our Hero Buddy programme and Y6 leadership team is inclusive and represents the whole school community
- Ensuring that safeguarding procedures are strong and staff well trained.

12. Complaints

There is a Complaints Policy published on the school website for any parent/carer wishing to make a complaint. The Governing Body will have the final say on any matter raised.

13. Involvement of other services

There are a range of services and organisations that provide support for pupils and families in school. These services will liaise with the school Assistant Head/SENDCO, class teacher and the parent/carers over this support and the impact it is having on the child.

Services that currently work in the school are listed in the table below:

Specialist Service	Frequency	Examples of what they do
Camden Language and Communication Service* (CLCS)	By referrals for specific children	Provides practical advice to schools on best practice in inclusive schools and specialist advice on speech, language and communication needs. School has a linked Speech and Language therapist and a Language and Communication teacher. Provides whole school and central based training at universal, enhanced and specialist level.
CAMHS Team* (Child and Adolescent Mental Health Service)	By referrals for specific children	Support for the emotional and personal development of children* Family support
CATS (Camden Art Therapy Service)	By referrals for specific children	Support for the emotional and personal development of children, both individual and group
Children’s Physiotherapy Service	By referrals for specific children	Assessment Provision of support for individuals Provision of staff training
Educational Psychologists*	6 visits a year minimum	Observation and assessments of children’s strengths and needs Advice to staff, parents and children Staff training

MHST (Mental Health Service Team)	By referrals for specific children	Support for the emotional and personal development of children, both individual and group Family support/parent workshops Staff training
MOSAIC – supporting children with complex needs*	By referrals for specific children	Camden MOSAIC is the integrated service for the borough's disabled children, young people and their families. They are an 'umbrella service' which coordinates professionals. Their aim is to help children be able to join in with all aspects of school, leisure and community activities, and support their independence and involvement in all decisions that affect them, preparing them for adult life.
Occupational Therapists*	By referrals for specific children	Observation of children Advice to staff, parents and children Support for assessments
Robson House Outreach (SEMH)/The Primary Learning Support Service (PLSS)	On request	Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties (SEMH)
Royal Free CAMHS	By referrals for specific children	Assessment for ADHD for children and young people.
SCAs Social Communication Assessment Service	By referrals for specific children	Helps schools with identification and planning for students with Autism Spectrum Condition (ASC) and other social communication needs.
School Counsellor	By referrals for specific children	Support for the emotional and personal development of children, both individual and group
School nursing service*	By referrals for specific children	Health checks for all children in Reception and Year 6
Social Services*	By referrals for specific children	Promote the welfare and safety of all children in the borough, provide a long-term social work service for children who are at risk or who have complex needs, through the provision of an allocated social worker. Undertake child protection investigations and ensure the implementation of child protection plans, provide advice and guidance for parents Social services undertake in-depth assessments of need for children and families and ensure the provision of appropriate services. Where necessary they might arrange for the accommodation of children.
The Camden Hearing Impairment service* The Camden Visual Impairment service*	By referrals for specific children	Support and advice to parents, children and school staff on meeting the needs of HI and VI children Staff training

14. Transition

Before a child comes into our Reception class, a member of staff will undertake nursery and home visits for each child. They will collect information and records from previous nursery provision. If a child has been identified with SEND whilst at nursery, the class teacher, and the SENDCO if required, will visit in the summer before the child begins in the September. The class teacher and SENDCO will undertake necessary meetings with the professionals involved.

We hold a 'transition morning' in the summer term where Reception children and their parent/carers come into school and meet each other. When a child moves up to the next class, the school organises transition meetings where teachers and support staff communicate to the new class teacher and teaching assistant a clear understanding of the needs of all children. When a child comes into our school in the middle of a term, we plan a range of support suitable to the particular needs of the child.

When children transfer to another primary school or start a secondary school, the school will ensure that all relevant SEND information is shared with that school. The SENDCO may make additional calls to the SEND team of the receiving school where there are particular concerns about a child's transfer.

15. SEND Information Report/Camden Local Offer

The school's SEND Information Report and the Camden Local Offer is published on our website: (www.holytrinitynw1.camden.sch.uk). The SEND Information Report sets out what we provide for children with special educational needs and/or disabilities throughout their time with us. It explains how we support them through to their next stage of education.

Camden Local Authority publishes on its website a Camden Local Offer (www.localoffer.camden.gov.uk) setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health Care Plan. It also provides information about:

- Where to go for advice and guidance on SEN and disability matters
- Leisure activities for children with SEND
- Arrangements for resolving disagreements and mediation.

Date reviewed: Sept 2025 – updated Feb 2026