

## Special Educational Needs and Disabilities (SEND) Policy

This policy complies with the statutory requirements described in the SEND Code of Practice 0-25 years (2014) and has been developed through consultation with all stakeholders. It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 years (2014)
- Statutory guidance on supporting pupils with medical conditions 2014
- The National Curriculum in England primary framework document 2014
- Safeguarding policy
- Accessibility plan 2015-18
- Teachers Standards 2012

### Rationale and objectives of the policy:

At St Michael's CE (A) First School, we are committed to providing a fun, stimulating, broad and balanced curriculum to ensure the best possible progress for all of our pupils. Each pupil at St Michael's is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. This ambition is evident in the school's chosen core Christian Values. Our aim is for every pupil to leave St Michael's as happy, skilled learners, with a desire to continue learning and be successful in life. We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum. Every teacher is a teacher of every child and young person, including those with SEN.

At St Michael's CE (A) first School we aim:

- to be as inclusive as possible
- to make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- to meet the needs of pupils with Special Educational Needs wherever possible in a mainstream setting, and regardless of their specific needs, to make the best possible progress in school
- to identify at the earliest point any Special Educational Needs and make effective provision
- to reduce barriers to learning and progress

### Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (Jan 2014)

This policy is intended to set out the vision, values and aims of St Michael's SEN provision. It should be read in conjunction with the SEND Information Report, which details the provision available at St Michael's CE (A) First School and how the school's SEND policy will be implemented.

## Definition and identification of Special Educational Needs and Disabilities

Children may have special educational needs if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- are making less than expected progress given their age and individual circumstances, which 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
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school;
- require special educational provision which is "additional to and different from" that provided within the differentiated curriculum (*Code of Practice 2014*).

Additional factors which are not indicators of SEN may also impact upon progress and attainment, including disability, attendance and punctuality, health and welfare, EAL, being in receipt of the Pupil Premium Grant, being a looked after child and being the child of a service family. All pupils will receive high quality first teaching, with those in need of more support receiving additional intervention.

Our provision addresses the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## Glossary of terms

There are many abbreviations used when talking about Special Educational Needs so below is a glossary of most of these terms:

<b>ADD</b>	Attention Deficit Disorder	<b>KS</b>	Key Stage
<b>ADHD</b>	Attention Deficit & Hyperactivity Disorder	<b>LAC</b>	Looked After Child
<b>AOT</b>	Autistic Outreach Team	<b>LA</b>	Local Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>LST</b>	Local Support Team
<b>BESD</b>	Behaviour, Emotional & Social Difficulties	<b>MLD</b>	Moderate Learning Difficulty

<b>CAMHS</b>	Child & Adolescent Mental Health Service	<b>NC</b>	National Curriculum
<b>COP</b>	Code of Practice	<b>OT</b>	Occupational Therapist
<b>CP</b>	Child Protection	<b>PP</b>	Pupil Premium
<b>CT</b>	Class teacher	<b>PSP</b>	Pastoral Support Plan
<b>EAL</b>	English as an Additional Language	<b>SaLT</b>	Speech & Language Therapist
<b>EHA</b>	Early Help Assessment	<b>SEN</b>	Special Educational Needs
<b>EP</b>	Educational Psychologist	<b>SEND</b>	Special Educational Needs and/or Disability
<b>FSM</b>	Free School Meals	<b>SENCO</b>	Special Educational Needs Coordinator
<b>GLP</b>	Group Learning Plan	<b>SENSS</b>	Special Educational Needs Support Services
<b>HI</b>	Hearing Impairment	<b>SpLD</b>	Specific Learning Difficulty
<b>IEP</b>	Individual Educational Plan	<b>TA</b>	Teaching Assistant
<b>ILP</b>	Individual Learning Plan	<b>VI</b>	Visual Impairment

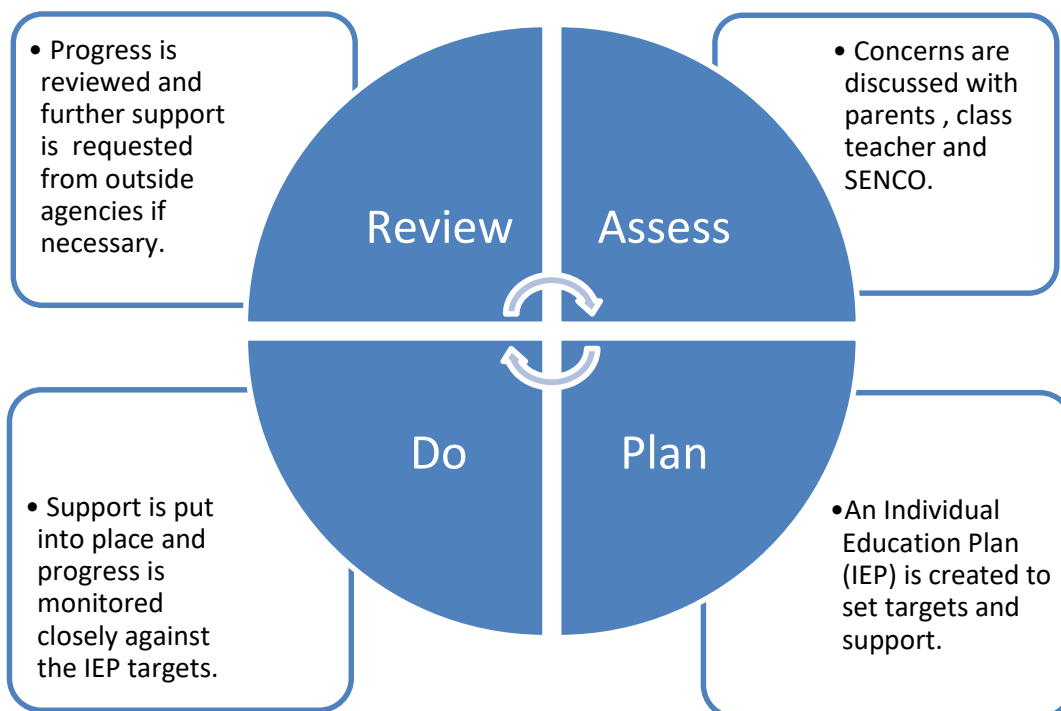
### The Graduated Approach to SEN support

At St Michael's First School children are identified as have special educational needs in a variety of ways:

***We know when pupils need help:***

- If there is a lack of progress.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- If concerns are raised by parents/carers, teachers, other settings or the child.
- If there is a change in the pupil's behaviour or progress. □ If external agencies raise concerns.
- If a health diagnosis is received from a paediatrician.

At St Michael's, we know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite quality first teaching in the classroom – differentiated to meet the needs of individual pupils - the teacher will discuss their concerns with the SENCO. A discussion with parents will then be initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required.

The graduated approach allows pupils to access the right level of support and intervention, focused specifically on the areas of learning they find challenging. A program of intervention is devised between the class teacher, SENCO and teaching assistant with agreed goals and exit criteria. The intervention then runs for up to ten weeks, although changes are made during this time if the intervention does not meet the child's needs. If a more specialised assessment is needed, the SENCO makes contact with the relevant external agencies, such as Speech and Language Therapy or the Hearing Impairment team and discussed further ways forward. Parents and pupils will be involved in discussions about the level of support required; this is through termly IEP review meetings, parent's evenings, meetings with SENSS advisors and regular contact with the SENCO during the term.

### **Managing pupils' needs on the SEN register**

It is the responsibility of the class teacher and the SENCO to manage the needs of pupils on the SEN register. Pupils with an IEP will receive additional support both in and out of class, in the form of structured interventions and practical support with their work. The progress of each pupil will be tracked and monitored closely, to identify improvements as a result of intervention and to identify further areas requiring support.

Interventions are reviewed regularly to evaluate their impact and changes are made in light of our reviews. Pupils are asked to contribute to the review and future targets are set. The level of provision is decided in consultation with the class teacher, SENCO, parents and pupils. It is vital that the voice of pupils on the SEN register is heard and we greatly value their input in the reviews of provision and in the setting of targets. Pupils will always be informed if specialist services are engaged to work with them. If additional funding is required, the SENCO will apply for this on behalf of the pupil. If an EHCP is necessary, the

SENCO will make the application following consultation with the pupil, parents and external advisors. The process for this application is set out in the Code of Practice (chapter 9).

### **Supporting pupils and their families**

The local offer produced by the Local Authority (Staffordshire Market Place) sets out what is normally available in schools to help SEN pupils as well as the options available to support families who need help to care for their child. A set of fourteen questions was developed for schools to reflect the concerns and interests of parents and carers.

Our admissions arrangements can be accessed at [here](#).

Access arrangements for exams and assessment can be discussed with the SENCO and class teachers, to ensure that all pupils' needs are met and suitable support is put in place. Transition arrangements are detailed in our SEN Information report.

### **Supporting children at school with medical conditions**

It is the responsibility of the Head Teacher and the SENCO to ensure that children with medical conditions are fully supported at school and that their needs are met. At St Michael's CE (A) first School, we are fully compliant with the Equality Act 2010 and Supporting Children at school with medical conditions 2014. All pupils are valued and we offer equal opportunities to all.

### **Training and resources**

We regard special needs as an integral part of our school, with all of our pupils requiring high quality teaching and learning to address their individual needs and provide them with a challenge. When allocating our budget, we ensure that we have the optimum number of staff available to provide interventions and tailored support to our SEN pupils.

Training is organised in response to the needs of the pupils or is pre-empted when pupils' needs are already known. Staff recognise that they can request training to support them in their role and that every effort will be made to ensure that they are fully equipped to work with our SEN pupils. We encourage staff to utilise each other's expertise in particular areas and provide training when necessary to ensure staff are able to meet all of our children's particular needs.

New staff are briefed on the SEN pupils in their class and the SEN needs across the school. The SENCO is responsible for informing new staff about SEN within the school and how we aim to further support our SEN pupils.

### **Accessibility**

Our accessibility plan is available [here](#). We actively strive to remove any barriers to learning by providing the relevant resources and support to enable all pupils to learn. The site is regularly audited in terms of accessibility and through consultation with staff during termly pupil progress meetings, resources or learning aids which would support specific pupils are identified. This involves not only access to the physical environment of school, but the delivery of written information to pupils with a disability.

All pupils engage in activities available to them, whether they have SEN or not; our ethos is one of inclusivity and our pupils recognise that we are all treated equally no matter what our differences.

### **Roles and Responsibilities of the Head Teacher**

The head teacher is responsible for the day-to-day management of all aspects of the school, including the support for the children with SEN and/or disabilities. The head teacher gives

Staff meeting agenda

the SENCO and class teachers the responsibility so that all staff are responsible for ensuring the needs of your child are met.

The head teacher will make sure the governing body is kept up to date with any issues relating to SEN.

### **Roles and Responsibilities of the Governors**

The governing body of maintained mainstream schools **must** ensure that there is a qualified teacher designated as SENCO for the school. The SEN link governor is responsible for monitoring policy implementation and liaising between the SENCO and the Governing Body.

**SEN link governor: Miss E Rolinson** – contact via the school office – 01785 712344

### **Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENCO)**

**Name of SENCO:** Mrs Rebecca Fisher Contact can be made via the school office – 01785 712344

The current SENCO is be a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO:

- oversees the day-to-day operation of the school's SEN policy
- co-ordinates provision for children with SEN and EHCPs (or statements until 2018)
- liaises with staff to monitor pupil's progress
- gives advice when progress is slower than expected
- liaises with outside agencies
- liaises with early years and secondary school providers
- ensures that staff are trained to support SEN pupils and how to secure specialist expertise
- ensures that staff liaise with you as parents of pupils with SEN
- liaises with previous or potential providers
- ensures that St Michael's keeps records of all pupils with SEN

### **Support for improving emotional and social development**

We work hard to ensure that our pupils demonstrate respect and tolerance for all members of the community. All pupils recognise that we do not tolerate bullying and they are encouraged to confide in a trusted adult if they experience bullying. Pupils with SEN are monitored very closely by class teachers, teaching assistants and the SENCO to ensure that they are included and that they are listened to if they appear worried or upset.

### **Supporting send children with home learning during enforced closure in response to the COVID 19 pandemic.**

During any period of home learning, the SENCO will make contact with families of SEND pupils regularly. Work will be sent in the way detailed in the document below which meets the needs of the pupils. Staff will also develop a physical pack of resources to support children which may include resources like now and next boards, physical counting equipment, overlays etc.

Our home learning approach can be found [here](#).

### **Further Information**

Further information can be found on the SEND section of the [school website](#) including the information report and links to external agencies.

### **Complaints**

Our complaints procedure is available [here](#).

### **Reviewing the policy**

This policy links to other St Michael's CE (A) first school policies including: the Accessibility Plan, Equal Opportunities policy, Equality policy, Medicine Policy, Safeguarding policy and the SEN Information Report.

The policy will be reviewed annually by Governors.

**Written by: Rebecca Fisher**

**Date: October 2019**

Approved by Governors: 11.1.22

Review: 11.1.23