



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

<b>Last Updated</b>	<b>Summer 2024</b>
<b>Next Review Due</b>	<b>Summer 2025</b>

#### Other policies and procedures

This policy will be supported by the following policies and procedures:

- Child Protection,
- Safeguarding
- Supporting pupils with medical conditions

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### Introduction

This document is the statement of the aims, principles and strategies for provision for children with Special Educational Needs at St Michael and All Angels Primary School.

LEA Guidelines, the DFE Code of Practice and Inclusive Schooling have been taken into consideration in the formulation of this policy.

It was developed in conjunction with the revised Special Educational Needs and Disability Code of Practice 2014 which relates to Part 3 of the Children and Families Act 2014 through a process of consultation between members of the school community including teaching and non-teaching staff and governors.

### Purpose of the Policy

The SEND Policy should be read in conjunction with the Policy for Teaching and Learning, the Equality Policy and the Positive Relationships Policy as these form an integral statement of the principles underpinning all the work of the school.

This document provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

The Code of Practice from the DFE offers guidance on the content of any school's SEND Policy. This document conforms to the revised Code of Practice 2014.

### Aims

Our aims are to

- identify all children who need special consideration to support their development in one or more of the four areas; communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs
- enable all children to reach their full potential by catering for their individual needs and removing their barriers to learning and participation
- ensure that these children are given appropriate support to allow every child full access to the National Curriculum
- ensure that these children are fully integrated into all activities of the school
- involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

### Principles

- It is the aim of the school that each child should realise his or her maximum potential in a caring, supportive environment, which provides equal opportunities.
- All pupils have individual needs. Many of these can be met within the environment of the classroom through quality first teaching and differentiated activities and support within lessons
- Pupils have a learning difficulty if they have significantly greater difficulty in learning than the majority of children the same age; or have a disability which

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prevents or hinders them from making use of educational facilities used by other children of the same age

- Provision for Special Education Needs is additional or different from provisions generally made.

### **Responsibilities**

All members of the school community work towards the school aims by

- helping in the development of this policy
- being fully aware of school's procedures for identifying, assessing and making provision for pupils with special educational needs
- a commitment to a partnership approach to provision, involving children and parents.
- a commitment towards inclusion

### **The Leadership Team (Governors, Headteacher and the Senior Leadership team (SLT))**

work towards the school's aims by

- determining the school's general policy and approach
- taking responsibility for devising and implementing the SEND Policy
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staffing and funding arrangements
- designating a specific governor/s as having special responsibility for SEND

The Governor who is responsible for special educational needs is Juliette Craven.

### **The Headteacher works towards the school's aims by**

- management of provision for children with special educational needs
- keeping the governing body fully informed
- working closely with the SEN Coordinator (SENCo) to co-ordinate provision.

### **The SENCo works towards the school's aims by**

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologist, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and an effective transition is planned

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- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and that school is compliant with the SEN Code of Practice 2014.
  - Ensuring that the school keeps the records of all pupils with SEND up to date
  - Providing and arranging staff training on areas of SEND
  - Completing referrals where appropriate
- The SENCo is Sophie Lawless.

### **Teachers work towards the school's aims by:-**

- providing Quality First Teaching
- implementing interventions focused on achievable outcomes
- providing a challenging, stimulating and differentiated curriculum designed to enable all children to reach the highest standards of personal achievement
- recognising and being aware of the needs of each individual child according to ability and aptitude
- liaising closely with the SENCO in the identification of and provision for pupils with SEND
- liaising with parents and children sharing information with external agencies
- following advice from external agencies

### **SEND pupils work towards school's aims by:-**

- developing a growing understanding of their own needs and taking some responsibility for their own learning
- being aware that the school is making special provision to meet their needs
- co-operating with teachers

### **Parents work towards the school's aims by-**

- ensuring their children attend school in good health, punctually and regularly (this involves taking holidays out of school time)
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- taking an active interest in their children's learning by supporting where appropriate such as listening to their child reading and assisting in the learning of tables and spellings.

### **Procedures for coordinating educational provision include**

- the release of the SENCo from classroom responsibilities, to allow them to carry out their responsibilities
- a termly staff meeting with a SEND focus

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### Admission of children with a SEND

The school will:

- ensure that all children are admitted to the school in accordance with the DFE's Inclusion document and school policy
- negotiate with parents with children with SEND and with other professionals, in order to meet the best interest of the child
- make every effort to provide any necessary adaptations possible within the constraints of the school budget

### Allocation of resources include

- use of the notional SEND budget. This budget is supplemented by additional top up funding provided from the Local Authority where the child lives. This is through the successful awarding of an Educational Health Care Plan (EHCP), if the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- If a child on the SEN register is also in receipt of Pupil Premium funding, the additional Pupil Premium funding should be used to meet their needs.

### Identification, assessment and review

- early identification, assessment and provision for any child who may have SEND is a high priority for our school.
- early identification is essential; we aim to identify most special needs within each child's first year at school, or as soon as possible after they arise.
- identification is part of a whole school approach where the SENDCO works closely with SLT and class teachers, to monitor progress and development of pupils - reviewing quality of teaching through observations, work scrutiny and tracking data as ways of early identification.

The SEN Code of Practice recommends using a graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are assess, plan, do and review.

### Assess

At this stage of the graduated approach the class teacher gains a growing understanding of a child's needs.

### Plan

The teacher plans activities carefully and chooses appropriate provision to ensure that it supports the child's targets and individual needs.

### Do

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Throughout the planned activity the class teacher gains greater understanding of effective support. It is important the class teacher and teaching assistants/ specialist staff plan and assess the impact of targeted interventions.

### **Review**

Regular and thorough reviewing effectiveness of activities and strategies will allow staff to tweak their teaching and activities towards approaches which create better outcomes. Class teachers and SLT continually review children's progress and this is no different for those children with SEND.

### **Waves of intervention**

We use a system know as 'Waves of Intervention'. Additional support for children is delivered through three successive levels/ waves.

**Wave 1** is Quality First teaching where good quality teacher and differentiation means that every child is included.

**Wave 2** is more targeted at pupils with SEN specifically. This could include some 1:1 support. This is usually the start of the graduated approach of Assess, Plan, Do, Review.

**Wave 3** is usually where external specialists may inform the support given and includes more specialised support.

### **The School's SEND Policy will be achieving its aims if**

- All children's special educational needs are clearly identified promptly and addressed through the appropriate application of the graduated response.
- A Child making expected or accelerated progress relative to their starting points and needs.
- ANPs set smart targets to help the child achieve the outcome
- The voice of the child and parents is evident in meetings
- There is a fluid movement of individual children between the stages, where appropriate
- The curriculum is adapted effectively to ensure its accessible and meets the needs of all children
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children
- Effective monitoring informs practice to effectively support each child's individual needs
- All staff are fully committed to the school policy

### **SEND Inset includes**

- the SENCo attending appropriate courses and conferences as they arise
- the SENCo attending regular meetings arranged by the LA or local schools network
- Staff attend SEND courses which interest them and have a particular bearing on children they are supporting
- termly staff meetings held to address SEND issues

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### **External agencies supporting school in meeting children's needs**

Speech and Language Therapy  
Occupational Therapy  
Portage  
Educational Psychologist  
Medical services  
LEA advisors  
Social Services  
CAHMS  
Specialist Inclusion Team  
Specialist Provision Cluster  
Mental Health Support Team  
Autism Team  
CAMHS  
Family support

### **Partnership with parents include**

- ensuring all parents are aware of the school's arrangements for SEND, including the opportunities for meetings between parents and teacher, the Local Offer and the school's SEND Information Report
- informing parents immediately when a teacher has concerns about a child offering an opportunity for discussion and exchange of information
- formal consultation between teacher and parents for any child with SEND, to discuss the child's needs and approaches to addressing them. Strategies, which will be used in school and suggestions for parental support, will be shared at this time and regular updating and review meetings organised.
- termly consultation with all parents of children with SEND.
- valuing the parent's wishes for the child as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all parties.
- having home visits for every child which provides an opportunity for parents to share any initial concerns or information before the child starts school

### **Liaison with other schools include**

- making every effort to contact previous settings for a discussion about children with SEND before they enter our Pre-school or Reception class
- contacting the previous school of any child with SEND entering the school at a point other than Reception to determine how the child will be inducted and enable school to benefit from previous knowledge of the child
- planning meetings involving the Head, SENCO, parents and prospective class teacher to ensure the process of transition is smooth and that the needs of any child entering the school with SEND can be met as fully as possible
- contacting receiving schools to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition, we are always willing

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to be consulted by receiving schools at any point after the child has transferred if we can give assistance to support the continuity of a child's development.

- the SENCo meets regularly with other SENCOs from primary and secondary schools.

### **Complaints**

The school has a complaints procedure and this will be followed for any SEND complaints. If you have a query or complaint regarding your child and their special educational need please initially talk to the class teacher. This query will then be discussed and resolved or passed on to the SENCo. If you feel this issue has not been dealt with sufficiently or you still need further advice please inform the Head teacher or governing body.

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