



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.

Last Updated	Summer 2025
Next Review Due	Summer 2026

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

- Safeguarding Policy
- Positive Relationships Policy
- Supporting Pupils with Medical Conditions
- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Information Report)
- The Local Authority's Local Offer
- Special Educational Needs and Disability Code of Practice 2014
- Children and Families Act 2014

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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.

Aims

Our aims are to

- Identify children who would benefit from and provide provision for children with special educational needs and disabilities.
- Identify those 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.
- To operate a whole school approach to the management and provision of support for SEND that considers all a pupil's needs (Assess, plan, do, review model)
- Enable all children to reach their full potential by catering for their individual needs and removing their barriers to learning and participation.
- To provide support and advice for all staff working with SEND pupils to enable children are given appropriate support to allow every child full access to their schooling.
- Ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies resulting in these children being fully integrated into all activities of the school.
- Involve families in developing a partnership of support so they have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this including opportunities for termly meetings between families and teacher, the Local Offer and the school's SEND Information Report (which can be found on the school website).

Roles and Responsibilities

- The school's Special Educational Needs Coordinator (SENCO) is part of the Senior Leadership Team. The SENCO is Sophie Lawless, who holds a PGCE in SEN Coordination. Additionally, Claire Berry, who holds a PGCE in SEN and Inclusion, also provides SENCO support. Both Sophie Lawless and Claire Berry are qualified SENCOs.
- The SEN Governor is Juliette Craven. They meet with the SENCO termly to monitor.
- SEN and report back to the Full Governing Body.

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- The school employs support staff who conduct a range of roles across school working closely with the class teachers who oversee their work and plan with them.
- The member of staff responsible for Looked After Children is Claire Berry.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Charlotte Westby.

Identification, assessment, and review

- Early identification, assessment, and provision for any child who may have SEND is a high priority for our school. The school is focused on the provision of timely, targeted interventions to support pupils and address their needs as early as possible.
- Identification is part of a whole school approach where all staff work together to closely monitor progress and development of pupils (both academically as well socially and emotionally) - reviewing quality of teaching through observations, work scrutiny and tracking data.
- The school identifies uses the four broad areas of need from the Code of Practice (2014) to identify children:
 - Communication and Interaction (including Autism Spectrum Condition)
 - Cognition and Learning
 - Social, emotional, and mental health difficulties
 - Sensory and/or physical needs.

Every child/young person on the SEN register has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

A Graduated, Whole School Approach to SEN Support

Class staff are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. 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. However, any intervention and support does not replace quality first teaching.

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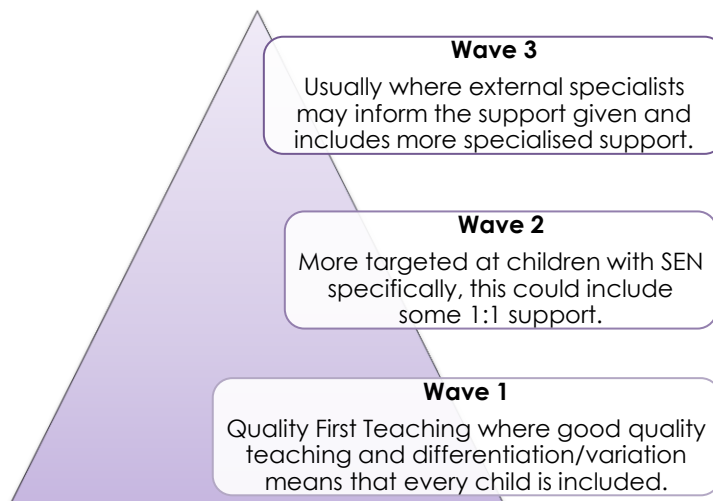
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The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register when a teacher has concerns about a child offering an opportunity for discussion and exchange of information. This will be recorded and the school will ensure all records of all pupils with SEND are continually updated. It is important to ensure the voice of the child and family are recorded appropriately.

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 timely progress and securing good outcomes. Additional support for children is delivered through three successive levels/ waves. There is a fluid movement of individual children between the stages, where appropriate.



Criteria for Exiting the SEN Register

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the family at the end of each monitoring cycle.

Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website along with links for further support is available for outside of school, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

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- Our admissions arrangements
- Our links with other agencies
- Our arrangements for examination and assessment
- Our transition arrangements
- Our school policy for managing pupil medical conditions.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils, this includes feedback from all stakeholders. Strategies, which are used in school and suggestions for parental support, will be shared regularly, updating and review meetings organised.

Assess, Plan, Do and Review System

The 'Assess, Plan, Do and Review' cycle is a core part of the school's approach to supporting pupils with SEND. This process is embedded into the school's regular monitoring and evaluation activities, with class teachers, the SENCO, and other relevant staff working collaboratively to:

- Assess the individual needs of each pupil with SEND, drawing on a range of evidence, including observations, assessments, and input from families and external agencies.
- Plan appropriate interventions, support, and adjustments to teaching and learning, based on the assessed needs.
- Implement the planned support, with close collaboration between class teachers and any additional staff involved.
- Regularly review the effectiveness of the support, making adjustments as necessary to ensure pupils are making progress towards their identified outcomes.

This cyclical process is a continuous one, with regular review points scheduled throughout the academic year to monitor the impact of the support and make any necessary changes. The SENCO plays a key role in coordinating this process and ensuring it is consistently applied across the school.

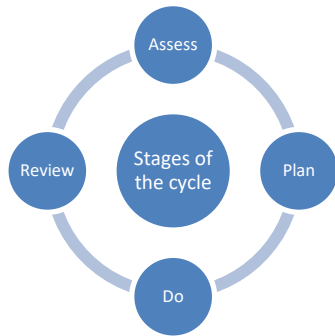
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The four stages of the cycle are: Assess, Plan, Do and Review.



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

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 staff and SLT continually review children's progress, and this is no different for those children with SEND.

EHC Assessment

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring

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together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and through an annual review, where the outcomes on the EHCP will be considered.

External agencies

School will consult families and children sharing information with external agencies completing referrals where appropriate them implement and follow advice from external agencies. It is important to value the parent's wishes for the child 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.

External agencies are often used to support schools in meeting children's needs, for example, Speech and Language Therapy, Occupational Therapy, Portage, Educational Psychologist, local authority advisors such as the Autism Team, CAHMS, Specialist Inclusion Team, Specialist Provision Cluster, Mental Health Support Team and Family support. Many of these services are paid by the school.

SEND arrangements for examination and assessment

Access arrangements or test/exam concessions are special arrangements that can be applied for and allow candidates with special educational needs, disabilities, or temporary injuries to access public examinations. Access arrangements are reasonable adjustments, as defined by the Equality Act (2010), and are specific to the individual candidate. They enable a level playing field to be provided, by overcoming a potential substantial disadvantage when they are applied.

Access arrangements must be based upon identified need and a normal way of working. Anyone with a special educational need or disability may be eligible for access arrangements in public exams. They can also be considered for candidates with temporary injury. A candidate does not necessarily have to have a diagnosed learning difficulty to be allowed an access arrangement. However, there must be evidence of need and a normal way of working, in addition to other criteria.

Supporting Pupils at School with Medical Conditions

We recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. 5 Some may also have SEN and may have a

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statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

Accessibility – Statutory Responsibilities

The school has an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

Admission of children with a SEND

The school will ensure that all children are admitted to the school in accordance with school policy and negotiate with families with children with SEND and with other professionals, to meet the best interest of the child. It will also make every effort to provide any necessary adaptations possible within the constraints of the school budget. The school Admissions policy is available on the school website.

Resources

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the school's block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up of three elements:

Element 1 Core educational funding

- Mainstream per pupil funding

Element 2 Schools block funding

- Contribution for additional support required by children and young people with high needs, from the notional SEN budget. The amount of money in the schools' block funding identified for Element 2 is based on a formula. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational of a pupil's SEN support.

Element 3 High Needs Top Up

- Top up from the LA to meet the needs of individual children and young people with EHC plans from the High Needs block budget. The level of top up funding for each pupil with an EHC plan is therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

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Training

SEND as an area is ever changing and it is recognized that to support children effectively it is important that all staff have access to continuing professional development. This could include the SENCo attending appropriate courses and conferences as they arise, meeting regularly with other SENCOs from primary and secondary schools, attending regular meetings arranged by the LA or local schools' network.

Staff also attend SEND courses which interest them and have a particular bearing on children they are supporting. As well as regular meetings to disseminate SEND training to all staff.

Transition

School make every effort to contact previous settings for a discussion about children with SEND before they enter our school. This provides a valuable opportunity to determine how the child will be inducted and enable school to benefit from previous knowledge of the child.

Home visits are in place for all new children, and this is an opportunity to discuss any additional needs.

When moving on school consults with potential next providers of education to ensure a pupil and their families are informed about options, and an effective transition is planned. School wants to ensure the process of transition is smooth and well coordinated so that the receiving school has all relevant information including extra transition sessions for those who would benefit. In addition, school are always willing 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.

Planning meetings involving the Head, SENCO, families, and prospective class teachers 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.

Complaints

If you have a query or concern regarding your child and their special educational need, please initially talk to the class teacher. This query may then be discussed with the SENCo.

If you feel this issue has not been dealt with sufficiently the school has a complaints procedure and this will be followed for any SEND complaints.

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