



**St Michael's Church School**  
**SEND Policy**

## Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1	Stephanie Hibbitt		March 2019	March 2020

## **CONTENTS**

- Introduction
- Aims and objectives
- Responsibility for the coordination of SEND provision
- Arrangements for coordinating SEND provision
- Admission arrangements
- Inclusion
- Identification of needs
- Access to curriculum
- Education, Health and Care Plan
- Supporting children with medical conditions
- Transition arrangements
- Allocation of resources
- Staff expertise
- Complaints procedure
- Local Offer

## INTRODUCTION

At St. Michael's, we believe that all pupils must be equally valued, therefore, we strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe. We champion the right of every pupil to have a common entitlement to a broad, balanced, relevant and challenging curriculum and ensure that all are fully included in every aspect of school life.

St. Michael's is committed to creating an inclusive community so we strive to develop cultures, policies and practices that include all pupils. We aim to engender a SEND of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we will treat all pupils in the same way, but that we will respond to pupils in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of pupils:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- pupils who are disabled
- pupils who are gifted and talented
- pupils who are looked after by the local authority
- pupils who are vulnerable through their family circumstances
- other pupils, such as those who are sick.

This policy describes the way we meet the need of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At St. Michael's, we aim to identify these needs as they arise and provide learning contexts which enable every pupil to achieve to his or her full potential. We see the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

This SEND Policy is written to comply with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1st September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teachers Standards 2012

## **AIMS AND OBJECTIVES**

### Aims

- Provide every child with access to a broad and balanced curriculum in line with the SEND Code of practice.
- Raise the aspirations and expectations of all children with SEND.
- Promote independence, equality and consideration for others.
- Provide children with the skills and attributes necessary for adult life.

### Objectives

- To identify and provide for all children who have special educational needs and additional needs.
- To have high expectations for all children and give every child the opportunity to have success in their learning.
- To monitor the progress of all children through continuous teacher assessment.
- To operate a 'whole pupil, whole school' approach to the management and provision of support.
- To work in co-operation with the Local Authority and other outside agencies, where appropriate, to support the needs of individual children. This will ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- Develop and maintain partnership and high levels of engagement with parents.
- Work with the Governing Body to enable them to fulfil their statutory monitoring role.
- Ensure that all staff have access to training and advice to support quality teaching and learning for children .
- To ensure support for all children with medical conditions and their fullest possible inclusion in all school activities by ensuring consultation with health and social care professionals.
- Work within the guidance provided in the SEND Code of Practice 2014

## **RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION**

**Teachers** - Class teachers are responsible and accountable for the progress and development of the children in their class, including where pupils require support from teaching assistants or specialist staff.

**Contact** : Child's class teacher

## **SEND (Special Educational Needs Co-ordinator/Inclusion Leader)**

The SEND will oversee the day-to-day operation of the school's SEND policy and co-ordinate provision of children with SEND. The SEND will consult and liaise with staff, parents / carers, external agencies and appropriate professionals to ensure support is co-ordinated and targeted appropriately.

**Contact :** Mrs Hibbitt

Mrs Hibbitt is a member of the Senior leadership team and has the National Award for SEND Coordination.

**Contact:** - SEND Governor

The SEND works with the Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. The governing body has decided that children will be admitted to the school in line with the school's agreed admissions policy. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

## **ARRANGEMENTS FOR CO ORDINATING SEND PROVISION**

The SEND is responsible for comprising the records of all SEND Support such as the SEND register, individual provision maps, and registers of support from outside agencies. All staff can access the documentation, including information on the Code of Practice. This ensures every staff member will have complete and up-to-date information about children with special needs and their requirements enabling them to provide for the individual needs of all the children. The policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

## **ADMISSION ARRANGEMENTS**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus and on our school website <https://www.stmichaelschurchschool.co.uk/>

Where appropriate, upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies.

## **INCLUSION**

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children. This includes learning outside the classroom and off site provision.

All of the children in our school have equal access to before school, lunchtime and after school clubs as well as with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs. Where a child has behaviour difficulties the Head teacher will consider any incident in line with the School's Exclusion and Behaviour Policies and the needs of the individual pupil to decide whether it is safe for that child to attend the trip.

## **IDENTIFICATION OF NEEDS**

### **Definition**

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she:

*'has a significantly greater difficulty in learning than the majority of others 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'.*

2014 SEND Code of Practice: 0 to 25 Years (p 15)

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND).

### **Areas of need**

At St Michael's Church School we do our best to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum. Children who are identified with SEND but who do not have such needs as to require a statutory assessment are termed as having 'SEND SUPPORT'. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all of these areas and their needs may change over time. The new code identifies 4 areas of need in which children may need additional support.

These are:-

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional health
- Sensory and/or Physical needs.

### **Assessment of Children with SEND**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored and reviewed termly at pupil progress meetings with a senior leader. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This 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.

Teachers will complete a referral form (Initial Assessment form) to identify concerns. Further assessment will then be carried.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed as SEND on our SEND register.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. The pathway for parents who think their child may have Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) or another disability is via an Early Help Assessment (EHA) which is completed by the SEND and learning mentors in school or by a health professional.

Behaviour is no longer an acceptable way of describing SEND. Any concerns relating to a child's behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly, as we know the child well.

There are several issues that may impact on a child's progress and attainment but do not mean the children have SEND.

- Disability; the Code of Practice outlines the 'reasonable adjustment' duty for all schools
- provided under the current disability equality legislation -this alone does not constitute (SEND)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- being in receipt of pupil premium
- being a looked after child

- being a child of a serviceman/woman

## **ACCESS TO THE CURRICULUM**

### **Universal support**

#### **Wave 1- Quality First Teaching**

Children at St Michael's Church school with SEND make good progress according to their ability. This is a result of our high expectations and aspirations. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Based on the severity of the child's need, it is often in the child's best interests not to have 1-1 support, as we strive to enable them to be independent. Children with SEND and disabilities are entitled to be taught by their teacher, but occasionally teaching will be reinforced by the Teaching Assistant who is supporting the child. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

In order to make progress a pupil may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation and outcome will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making good progress at this level of intervention. The revised Code of Practice defines progress that:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the pupil's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the pupil's attitude to learning
- Demonstrates an improvement in the pupil's behaviour

Where a period of differentiated curriculum support has not resulted in the pupil making good progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, further provision may need to be made.

### **Targeted support**

#### **Wave 2**

For all children we follow a graduated approach to teaching and learning. It is at the heart of whole school practice, therefore any pupil who is falling outside the range of expected academic achievement is easily identified. Targeted support for these children shown on a class provision map.

At St Michael's Church school all classes have either a higher level teaching assistant or teaching assistant to support the class teacher and provide more individualised provision where necessary.

For children identified as still not making adequate progress, the SEND will be consulted for support and advice. Observations and more detailed assessment will be carried out. As a result of these assessments it will be decided whether further specialist expertise is required.

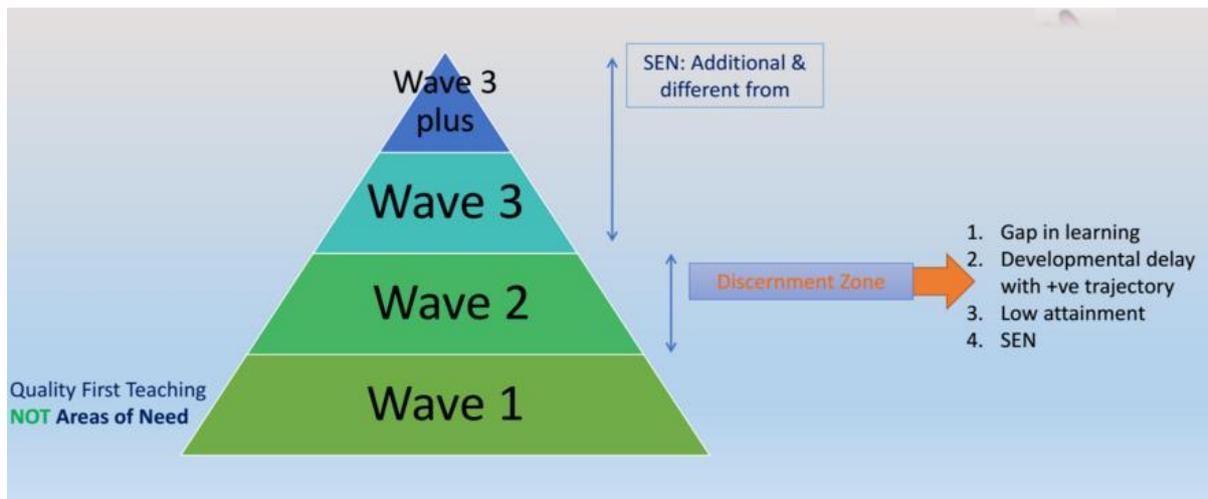
### **Targeted Specialist Support**

#### Wave 3

Children identified as having more complex needs and requiring multi- agency support will have a more detailed individual educational plan (IEPs) to evidence the additional support. Clear learning outcomes, parental views and aspirations form part of the plan and where appropriate, the child's views. IEPs are reviewed termly with parents. Children who have an IEP will be placed on the SEND register, as external agencies are involved with them; however they will be taken off the register when needed – parents will be notified of this.

In addition to IEPs children will be on the Provision Map for their class. The provision maps will show what interventions children are receiving, how often and an evaluation of the interventions. Provision at this level can include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the pupil. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. The child is monitored if concern is raised by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns are shared with parents at Parent evenings. Parents are able to make an appointment at any time to see the class teacher/SENDCO.



### Wave 3 +

Children with an Educational Health Care Plan (EHCP) will also have an individual educational plan (IEP). The IEP clearly identifies the requirements of the statement and provision is organised around planned outcomes. They will also have an Annual review to update the EHCP.

### EDUCATIONAL, HEALTH AND CARE PLAN

If children fail to make progress, in spite of high quality and targeted support, the school may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- the child has a disability which is lifelong and which means that they will always need support to learn effectively
- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- the child is looked after and therefore additionally vulnerable

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

The school is required to submit evidence to the Local Authority (LA) whose Special Educational Needs Panel makes a judgment about whether or not the pupil's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

If the application for an EHCP is successful, a member of the LA will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting. Further information about EHCP can be found via the SEND Local Offer.

## **ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION**

The SEND will meet with class teachers and support staff at least once every term to discuss concerns, additional needs and to review Individual Education Plans. The targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles. The SEND monitors planning for pupils with additional needs and provides advice and guidance to other teachers with their curriculum planning. In addition, the SEND monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and data reviews.

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school and by the SEND. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SEND or Leadership Team, in line with current pupil needs, the latest educational initiatives and the delegated school budget.

## **IDENTIFICATION AND ASSESSMENT, MONITORING AND REVIEW PROCEDURES**

The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not making good progress and who may have additional needs. The school's system includes reference to the following:

- Baseline assessment results
- Progress measured against the objectives in the Literacy and Numeracy Frameworks
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observation of behavioural, emotional and social development
- An existing statement of SEND
- Assessments by a specialist service, such as educational psychology.
- Another school or LA which has identified or has provided for additional needs

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

The school recognises that pupils 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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

Arrangements in place to support pupils at school with medical conditions are:

- Sensory circuits,
- access to a disabled toilet,
- care plan drafted with the support of the School Nurse and parent/carer,
- teaching assistant support during PE and class/residential trips
- administration of medication, if required.

Please see our policy on Health and Safety Policy; a copy can be requested from the Office Staff or on the school website

### **TRANSITION ARRANGEMENTS**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example: pre-school settings.

*Additional meetings for the parents and child with the new teacher  
Enhanced transition arrangements tailored to meet individual needs.*

The secondary school SEND is invited to Year 6 Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits.

### **ALLOCATION OF RESOURCES**

The SEND, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

The Head Teacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

### **STAFF TRAINING**

The SENDCO attends seminars and training to keep up to date with developments in Special Needs Education and Inclusive provision. All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. As part of professional development staff are encouraged to undergo relevant training courses. In-house additional needs and Inclusion training is provided through staff meetings. Staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Senior Leadership Team will ensure tailor-made training where this is appropriate. We are able to seek advice from external agencies such as Hearing Impairment, Speech and Language Therapists, Occupational Therapists, Autism Outreach and ADHD Support.

## **PARTNERSHIP WITH PARENTS/CARERS**

Partnerships play a key role in enabling children with SENDCo to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners who will play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers can contact the school's Special Educational Needs Coordinator/Inclusion Leader, (SEND) Ms Hibbitt via the office (office@stmichaelschurchool.co.uk) or by telephone 01733 306778. The school's information report is published on our school website.

## **COMPLAINTS PROCEDURE**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to:

(In this order)

1. The Class Teacher
2. Key Stage Leader
3. Inclusion Lead/Assistant Headteacher
4. Head Teacher
5. Governor

They will be able to offer advice on formal procedures for complaint if necessary.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **LOCAL OFFER**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, for further information about EHC plans and the local offer contact:

SEND Information Advice Support Service. TEL:01733 863979  
[pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

Educational Psychology Open Access Consultation Service – Tel. 01733 863689

City Council Website <http://www.peterborough.gov.uk/education>