St Michael's Church of England (C) Primary School

"With the help of God, working together for success"

Special Educational Needs and Disability (SEND) Policy

Introduction

At St. Michael's school we provide a broad and balanced curriculum for all children in a safe, stimulating and caring environment. The National Curriculum is our starting point for planning so it meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning objectives and respond to children's individual and diverse needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs or a disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enabling them to participate effectively and thrive in all areas. Children may need additional help or different help from that given to other children of the same age to reach their full potential.

Children may have special educational needs or disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Children and Families Act 2014. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Definition

The 2015 SEND Code of Practice states that:

> *"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:*
>
> *(a) has a significantly greater difficulty in learning than the majority of others of the same age: or*
> *(b) has a disability which prevents or hinders him/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"*

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities as stated in the Equality Act 2010

Areas of special educational need

The needs of pupil with SEND are grouped into four areas of need as outlined in the 2015 SEND Code of Practice:

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category. Children often have needs in more than one area.

Communication and Interaction.	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who have autism often have needs that fall in this category.
Cognition and Learning.	Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties and a physical disability or sensory impairment. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties. Children with learning difficulties usually learn at a slower pace than their peers.
Social, Emotional and Mental Health.	These needs may reflect a wide range of underlying difficulties. Pupils may have: ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the children becoming withdrawn or isolated. Some pupils will experience anxiety as a short term response and this may be determined differently to and SEND need.
Sensory and / or Physical.	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping children safe in Education and Working together to improve school attendance.
This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best, become a confident individual leading a fulfilling life and begin to acquire the skills needed for a successful transition to adulthood.
- To ensure that the special educational needs of children are identified early, assessed comprehensively and provided for effectively.
- To make clear the expectations, roles and responsibilities of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our approach to planning and provision is person-centred, and that children have an active voice in the process.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, social and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers will deliverer Quality first teaching that responds to children's needs by:

- providing support for children who need help with communication, language, literacy and Maths;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Management of SEND within school

The governing body has delegated the responsibility for the day- to- day implementation of this policy to the SENCO who has Qualified Teacher Status and is a member of AMBDA. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure 'High Quality Teaching', creating an inclusive classroom, with differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). Adults in school show a positive and sensitive attitude towards all pupils; while support is deployed to meet individual needs, the skills to develop independence are also fostered. All staff are encouraged to attend courses and engage in training that help them to acquire the skills and expertise needed to help them overcome children's individual barriers to learning.

The SENCO:

The SENCO at our school is Miss G Ivens and she can be contacted on 01922 682309 or g.ivens@stmichaels-pelsall.co.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional learning.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional learning
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Governors

The governing body has due regard to the Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs or disabilities. The governors ensure that all teachers are aware of the importance of providing Quality First Teaching for these and all children. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body ensures that there is a qualified teacher designated as the SENCO for the school and the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
The identified SEND link governor is Mrs Anne-Marie Jones, she has specific oversight of the school's provision for pupils with special educational needs.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, policy, equipment and personnel.

Partnership with parents

At St. Michael's Primary School, we believe that education is most successful when parents are closely involved in their child's development; this is particularly true for those children with special educational needs. We aim to work in active partnership with parents through an on-going child-centred dialogue.

This dialogue involves:

- Parents and carers should inform school if they have any concerns about their child's progress or development.
- Parents and carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided.
- Focusing on the child's strengths as well as areas of additional need.
- They will be invited to participate in discussions and decisions about this support.
- They will be invited to termly meetings to review the provision that is in place for their child
- Providing information about the impact of SEN support outside of school and any changes in the pupil's needs
- Given an annual report on the pupil's progress
- working effectively with all other agencies supporting children and their parents.
- making parents and carers aware of further support which can be accessed through local services and voluntary agencies.
- understanding what any next steps should be
- displaying relevant information for parents on the noticeboard, on Weduc and on the school website.

Pupil participation

In our school we encourage children to provide information and express their views about their SEND and the support provided. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in identifying areas of strengths and weaknesses which then feed into the termly target review meetings. Children are encouraged to make judgements about their progress and the effectiveness of their support and interventions. We recognise and celebrate their success here, as we do in any other aspect of school life.

SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Identification and Assessment

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, speech & language or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The graduated approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly (at least termly) to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe how they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in an individual education plan (IEP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. There will be termly reviews held with a member of the teaching team to monitor progress and set new targets.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. Our teachers remain responsible for the pupils progress. There will still be termly reviews but one of these reviews will be an 'Annual review'. This will take place before the date of the anniversary of the plan being issued. The SENCo will chair the meeting and complete the required paperwork in conjunction with the teaching team and parents/carers.

The provision for these pupils will be funded from the school's notional SEND budget, and some top up funding from the LA. On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using summative data and TES Provision Map+…
- Feedback and discussions with class teachers and support staff
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Attendance

Many children with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any others. However, they may need additional support.

Our approach to supporting children who are absent from school is set out in our attendance policy. We will aim to understand and make reasonable mitigations to support SEND students in order for all pupils to attend school.

Safeguarding

We recognise that children with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of the pastoral support we offer pupils with SEND, and the support we provide to help students overcome any communication barriers they face, see our safeguarding/child protection policy.

Training of Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists (NHS and Chatterboxes)
- hearing and visually impaired services
- Specialist teachers or support services (Cadmus)
- Educational psychologists (Walsall and Independent)
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses/health
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission arrangements

Our school admissions arrangements are held in our admissions policy
Children with an EHCP that names the school will be admitted before other places are allocated. Our admissions policy will work in alignment with key legislation and we do not discriminate against pupils with a special need or disability.

Accessibility arrangements

We have taken a range of proactive steps to ensure that disabled pupils are not treated less favourably than their peers. This includes the implementation of reasonable adjustments, tailored support, and staff training to promote an inclusive environment where all pupils are respected and valued.

Our school provides facilities to help disabled pupils access the curriculum and the wider environment. These include some physical adaptations to the building, such as ramps and an accessible toilets, as well as the provision of auxiliary aids, some assistive technology, and additional support staff. Our accessibility plan include detail on the actions taken. These plans are available on request and will be regularly reviewed to ensure continued progress in enhancing accessibility for all pupils.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and Review of SEND Policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims and objectives as set out initially in this policy.

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all pupils and will ensure that these targets are aspirational. It is particularly important for pupils with SEND that:

- Parents work with us and support the additional work that we are doing;
- We have the same high expectations for pupils with SEND as we do for all;
- We regularly monitor and review our provision;

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of St. Michael's Primary School and the policy will be regularly updated to reflect current legislation and practices.

The best people to contact for further information would be:

Mrs. A. Lane Head Teacher
Miss. G. Ivens SENCO/Inclusion Manager & Deputy Headteacher
Mrs. A. Jones SEN governor

Policy Reviewed: September 2026
Next review: September 2027