

St Michael's C of E School



Special Educational Needs and Disability Policy

Policy First Adopted	November 2020
Date of Last Review	November 2022
Date of Next Review	November 2023
Type of Policy	Statutory
Frequency of Review	1 Year
Governor Committee	Policy Review Committee

Our Vision: together

Ecclesiastes 4:9-10

Two are better than one...

If either of them falls down, one can help the other up.

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) 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 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015 Updated Aug 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive.

These changes came into force on 1st September 2014. This policy has been created by Lucy Deverill and Katie Toland in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

SECTION 2 – ST MICHAEL'S

Our school is situated in Stewkley, Buckinghamshire and caters for children aged 4 to 11 years in a mainstream setting.

St Michael's is a mainstream school, providing for children with a range of special needs. We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our [Anti-bullying policy](#).

Our aim for each pupil, including those with SEND, is

- to provide an inclusive, differentiated and personalised approach to enable all learners to engage with all aspects of school life
- to make good progress within a caring and supportive environment
- to ensure all pupils are supported in reaching their full potential.
- to love learning by offering them a challenging, broad and balanced curriculum with opportunities to apply their learning to new situations.

All teachers are responsible for the learning and progress of every child in their class including those with SEND.

Our staff will:

- provide high quality teaching (see [Teaching and Learning policy](#))
- have high expectations of all learners
- provide for those pupils who require additional support at different stages throughout their learning
- help all learners to achieve their targets from identified starting points

The school's SEND, Equality and Diversity and Accessibility policies can be found at:
<https://www.st-michaels.bucks.sch.uk/Policies/>

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school SEN register.

Should a pupil require provision that is additional and different they are placed on the register under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Education Plans.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

SECTION 3 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well scaffolded to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a combination of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- d) Ensure that there is no discrimination or prejudice.
- e) Ensure all pupils have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate pupils' achievements at all levels.
- g) Work in partnership with parents/carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents on SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources and ensure their maximum and proper use.

- k) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- l) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.
- m) To provide support and advice for all staff working with pupils who have SEND

SECTION 4 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- **Communication and Interaction** needs – including. speech, language and communication difficulties and those with autistic spectrum conditions
- **Cognition and Learning** needs – including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health** needs
- **Sensory and/or Physical needs** – including visual or hearing impairments or physical disabilities which effect learning

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

SECTION 5 – A GRADUATED APPROACH OF SUPPORT

St Michael's Graduated Response consists of three levels as follows:

Quality First Teaching (Wave 1)

At St Michael's all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.

'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Close liaison is maintained with all members of staff by the SENDCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at St Michael's can be found in the School Offer in the SEND section of the School's Website and on the local authority website.

School Offer - <https://www.st-michaels.bucks.sch.uk/Curriculum/SEN-Provision/>

Local Offer - <https://familyinfo.buckinghamshire.gov.uk/send/>

Initial Concern

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators :

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- Currently have barriers to their learning eg
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)

All class teachers are required to keep a list (Class Provision Map) of pupils who they are monitoring at Initial Concern level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

The SENDCO will maintain an overview of the support, arrangements and interventions available across the school to ensure that pupils with SEND can access learning and maximise their achievements.

Pupils at this level of need DO NOT form part of the School's SEN register and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

SEN Support (Wave 2)

Pupils are placed on the Special Needs Register at this level after assessment and consultation between the SENDCO and class teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a half-termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENDCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Education Plan.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents and their child will be invited to attend review meetings at least termly in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up
- Parents will be given copies of all notes recorded at the review.

Involving Specialists (Wave 3)

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care.

Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

SECTION 6 – ROLES AND RESPONSIBILITIES

The SENDCO is responsible for:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

The role of Teaching assistants is:

- to provide 1:1 learning support as directed by the class teacher where stated on a pupil's EHCP
- to provide 1:1 or small group intervention as directed by the class teacher in identified areas of need as part of Wave 2 provision.
- to record all intervention and report back to the class teacher
- to champion the needs of the children and to ensure they are receiving a high-quality education

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- To ensure the general well-being of the child they are working with
- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCo.

SEND teaching assistants are line managed by the SENDCo or the Deputy Head Teacher.

SECTION 7 – PARENTS

We work in partnership with our parents to support them to

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Bucks SEND IAS service (formerly Parent Partnership) provide impartial information advice and support to parents and carers of children with Special Educational Needs. They can be contacted on 01296 383754 or by email sendias@buckinghamshire.gov.uk

SECTION 8 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENDCO has responsibility for the removal of a pupil from support on the SEN Register at St Michael's School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 9 – SUPPORTING PUPILS AT ST MICHAEL'S WITH MEDICAL CONDITIONS

Our policy for 'Supporting Pupils with Medical Conditions' can be found [here](#).

St. Michael's C.E 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 (see school policy)

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

SECTION 10 – MONITORING AND EVALUATION OF SEND

The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

At St. Michael's C.E School we monitor and evaluate SEND in a number of ways:

- Teachers evaluate the quality of provision using the graduated approach and the children's IEP's. This is done at least termly.
- Pupil tracking is done termly using the school's assessment system.
- SEND pupil progress meetings between the class teacher and SENDCo are held half termly to audit progress and provision.
- Parent questionnaires are sent out on a 2-year cycle
- Pupils and parents' views are sought before annual review meetings
- Book scrutiny, and evaluating progress is undertaken via the child's work where appropriate
- Monitoring the delivery of the provisions highlighted on the IEP by the SENDCo
- Staff meetings held by SENDCo with a SEN specific focus

The monitoring and evaluation arrangements promote an active process of continual review and improvement of the provision for all the pupils.

SECTION 11 – TRAINING AND RESOURCES

The school's SEND provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources.

When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support that the school must fund up to an additional £6,000.

In exceptional cases the school can apply to Buckinghamshire County Council for 'High Needs Block Funding'. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority and may choose to take advantage of the Personal Budget arrangements.

Training

All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.

Training needs of staff are identified and met by:

- The SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school. TAs do this during their half termly TA meetings.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The SENDCO regularly attends continuing profession development training courses and attends SEND network meetings in order to keep up to date with local and national developments in SEND.

SECTION 12 – STORING AND MANAGING INFORMATION

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENDCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
 - Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; SEND Specialists.
 - Inclusion in the school's Pastoral programme eg 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy
- The SENDCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENDCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- The SENDCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

Details of our Data Protection and Pupil Privacy can be accessed by using the following links

[Data Protection](#)
[Pupil Privacy](#)

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website.

The school's Accessibility Policy can be viewed [here](#)

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Behaviour Policy which is available on the school website.

SECTION 16 – SAFEGUARDING

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges.

All staff at St Michael's are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

SECTION 17 – REVIEWING THE SEN POLICY

The Policy will be reviewed annually to comply with requirements for SEND.

Designated Safeguarding Lead

David Morley & Lucy Deverill

Designated Teacher for Looked After Children

David Morley & Lucy Deverill

Designated Member of Staff responsible for PPG/LAC Funding

David Morley & Lucy Deverill

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils

David Morley, Lucy Deverill & Katie Toland

Designated SEND Governor

Vicki Hull

SECTION 18 – CONTACT DETAILS

Phone: 01525-240248

Email: office@st-michaels.bucks.sch.uk

SECTION 19 - POLICY AGREED

Policy updated by: Katie Toland & Lucy Deverill
SEND Coordinator