

St. Michael's C.E. Primary School



SEND POLICY

October 2023

Our Vision Statement

Journeying together with Christ

“Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

This is lived out in practice by our four Christian Values:

Love, Integrity, Creativity & Resilience

Love

John 13:34

“Jesus said ‘Love one another as I have loved you’”

We believe that we have been set the ultimate example of how to live our lives, by our God who is all loving.

Integrity

Hebrews 13:8

“Jesus is the same yesterday, today and tomorrow”

We understand a shared truth which was set out long ago but has not altered or veered, nor will it. This we can depend on and by emulating this, we too can live with integrity.

Creativity

Genesis 1:1

“God created the Heavens and the Earth”

Everything around us, and including us, was made by God and is therefore part of his glorious plan. From nothing, God created all we experience; therefore, we can draw hope that we too may see potential everywhere.

Resilience

Philippians 4:13

“I am able to do all things through Him who strengthens me.”

God promises to be by our side at all times, and especially in times of need. When we face challenges, having Him to support us gives us strength.

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, 2015. 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013) [Click here](#)
- Special Educational Needs and Disability Code of Practice 0-25 (2015) [Click here](#)
- Part 3 of the Children and Families Act 2014 [Click here](#)
- School's SEN Information Report Regulations (2014) [Click here](#)
- Statutory Guidance on Supporting pupils at School with Medical Conditions April 2014 [Click here](#)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013) [Click here](#)
- Child Protection Policy [Click here](#)
- Accessibility Plan
- Teachers' Standards (2012) [Click here](#)

This policy was created by the SENCo in liaison with the SEND Governor and the Senior Leadership Team (SLT) and in consultation with all staff and parents of pupils with special educational needs and disabilities (SEND).

This policy was agreed by Governors on 15th September 2015 and revised annually thereafter. The latest revision being October 2023.

The SENCos are Mrs Janice Marsh and Mrs Denise Goodman, both of whom are members of the SLT. Their contact details are as follows:

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Aims

The aims of our special educational needs and disability policy and practice in this school are:

- To work within the guidance provided in the SEND Code of Practice (2015). [Click here](#)
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement. [Click here](#)
- To use our best endeavours to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- To request, monitor and respond to parents'/carers' and pupils' view in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted professional development.
- To support pupils with medical conditions and to take reasonable steps to achieve full inclusion in all school activities by consulting with health and social care professionals.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identifying Special Educational Needs and or a Disability

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) [Click here](#) to read the Code of Practice information on 'Special Educational Needs (SEN)' and 'Disabled Children and Young People' requirements.

SEN

The main areas of special educational need are defined by the Code of Practice (2015) as follows:

(COP Sections 6.28 – 6.35)

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. [Click here](#) for the full information on Communication and Interaction.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. [Click here](#) for the full information on Cognition and Learning.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. [Click here](#) for the full information on Social, Emotional and Mental Health difficulties.

Sensory and / or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. [Click here](#) for the full information on Sensory and/or Physical difficulties.

Graduated Approach to the Identification of SEND

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'
[COP 2015: 6.36]

This includes where pupils access support from teaching assistants and/or specialist staff. Our school follows the Graduated Approach as outlined in the Provision Guidance from the Essex Local Offer as shown in the diagram on the next page ([Click here](#)) for the Provision Guidance.

Diagram of Graduated Approach to the Identification of SEND

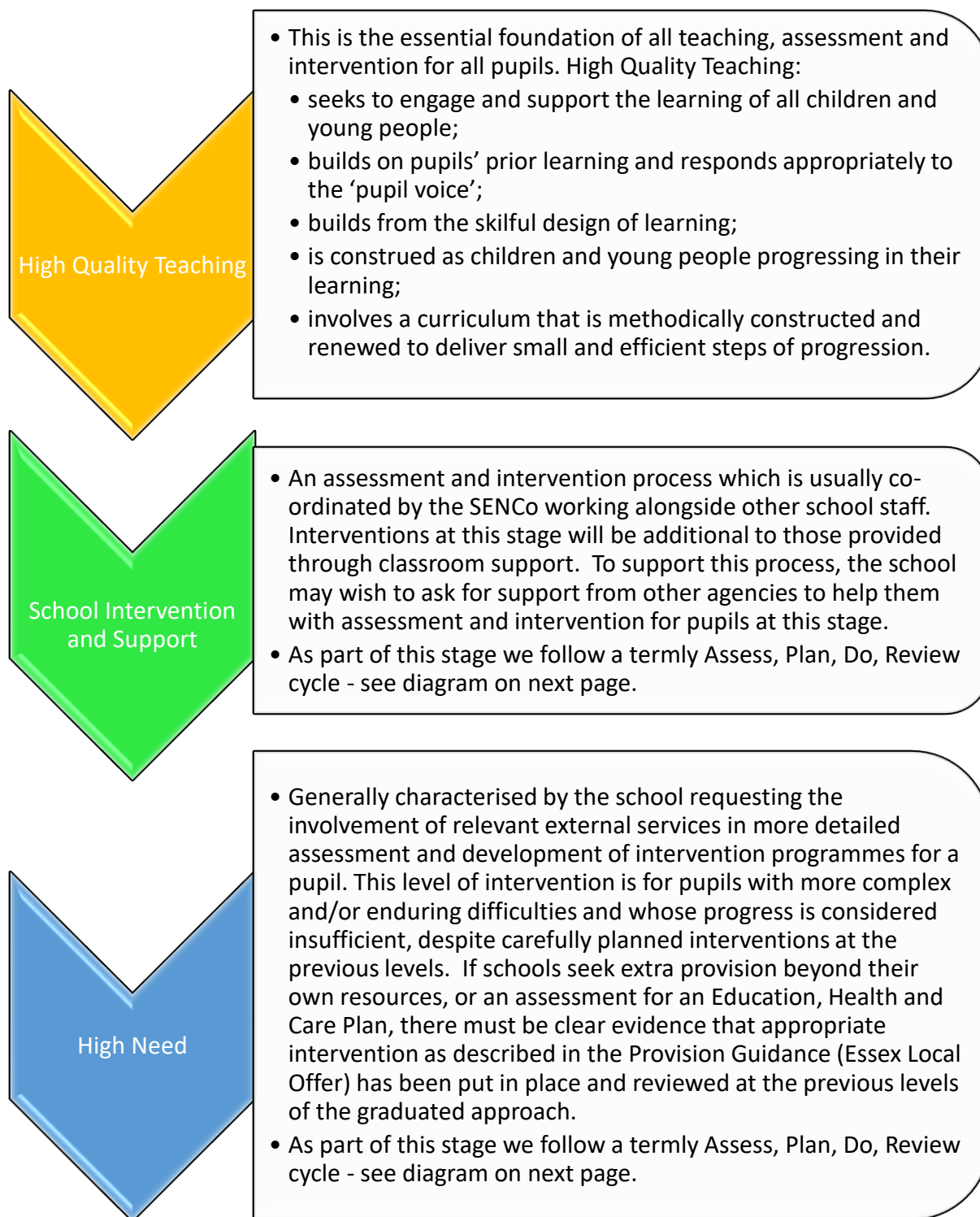


Diagram of Termly Assess, Plan, Do, Review Cycle

ASSESS

Carry out observations and initial assessments (where appropriate), hold discussions with key staff and parents/carers to identify the child's needs. Note the child's strengths and areas for development.

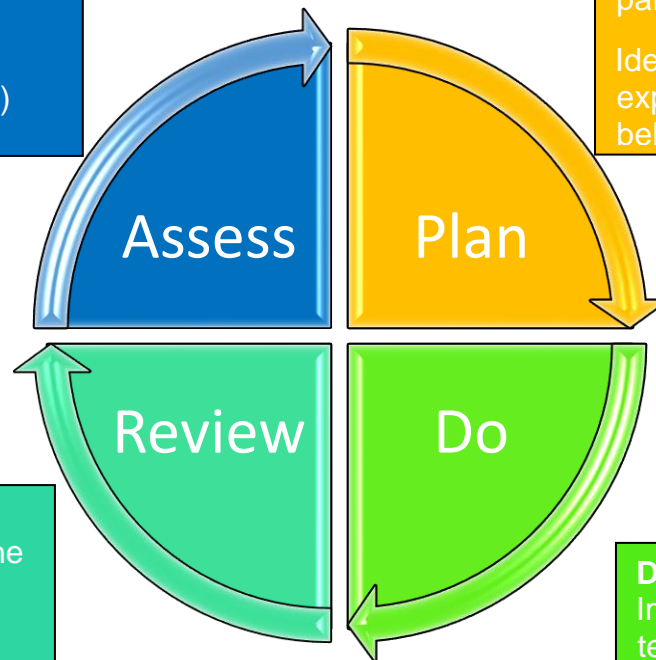
Assessments from outside agencies (Health, Educational Psychology, Social Services etc.) may be required with parental consent.

PLAN

Hold meetings with parents, colleagues or any specialists involved to plan the support that will be put in place.

Make the plan 'outcome focused' with the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a date for review.



REVIEW

Discuss with others involved about how effective the support has been and the impact on the child. Use assessments and school data where appropriate.

Check back against observations and planned outcomes.

Next steps should be planned with parents, outside agencies and the pupil (where appropriate). Consider referrals to specialists/outside agencies that might be able to help before the cycle begins

DO

Implement the support as planned with class teachers, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

SEN Support

SEN can mean that a child has the involvement of external services such as special needs advisory teachers, Educational Psychologists, Speech and Language Therapists etc. It may also mean the school wishes to put in place some 'in house' intervention for children.

The triggers for SEN Support could be that, despite being in a focus / target group, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum outcomes substantially below that expected of children of a similar age, according to the Essex Provision Guidance Toolkit ([Click here](#))
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with their own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the child or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child is placed on SEN support, they will be supported through a range of tools, which might include:

- Individualised learning targets
- Individual provision map
- One page profile
- Consistent behaviour management plan
- One Plan/Person Centred Review meetings

The SENCOs have oversight of each pupil on the SEND register and where appropriate actively contribute to the planning and provision for pupils identified with SEND. Whilst the responsibility for maintaining and updating the plans for individual pupils is a joint endeavour, the class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The level of provision provided for each child is made in collaboration with the Head Teacher.

School request for statutory Educational, Health and Care Plan (EHCP)

Most children will have their needs met through the schools SEND support. For a few children the help given by schools through SEN Support may not be sufficient. In these cases, the SENCO, in consultation with the child, parents/carers, teachers and any external agencies already involved, will consider whether to ask the Local Authority (LA) to initiate a statutory assessment of need.

Annual Review of an Education and Health Care Plan (EHCP)

All EHC plans will be reviewed at least annually with the parents/carers, the child, the LA and the school to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHCP. Reviews will focus on:

- The long-term aspirations of the child and family
- The long-term outcomes that will be needed to aspire to their aspirations
- The small step targets that need to be put in place in order that the longer-term outcome can also be achieved.

Supporting Pupils and Families

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Our school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Parents/carers and pupils are encouraged to offer their views on SEND provision during the year at the termly SEND review meetings or parent consultation evenings. Each year pupil views of children with SEND are canvassed through a questionnaire and the responses analysed in order to form part of the evaluation of the successes of the whole school policy for SEND and inform future planning.

Supporting Children with Social and Emotional Wellbeing

Our school takes its responsibility for providing support for all pupils' social and emotional wellbeing through the PSHE curriculum and assemblies.

We have a range of policies in place to ensure the safety and wellbeing of all pupils. These include: Child Protection Policy, Anti-bullying Policy, Behaviour Policy and Supporting Pupils at School with Medical Conditions. These are available on the school's website.

Liaison with Outside Agencies

Sometimes a school might ask an Educational Psychologist (EP) to be involved to discuss support strategies to help a child or young person. The Educational Psychologist works with children and young people to support their learning, emotional and social development. [Click here](#) for the 'Essex Educational Psychology Service: A guide for parents and carers.'

Specialist teachers/Inclusion Partners (IP)/Engagement Facilitators (EF) from the LA visit to provide specific information, share resources and provide in-service training. The specialist teachers may work directly with children where this is indicated on an Education Health and Care Plan, and attend and contribute to SEND reviews where appropriate.

The specialist teachers/IPs also respond to requests from the school for advice for specific children and to provide support to inform further teachers' planning.

Members of staff within our school consult parents/carers when liaising with a number of other outside agencies, for example:



Admission Arrangements

Children and young people with SEND will apply in line with our Admissions Policy ([Click here](#))

For children with an EHCP, parents have the right to request a particular school and the LA must comply with that preference and name the school.

Transition Arrangements

Staff from our school will liaise with nurseries to ensure smooth transition for all children with SEND. Additional visits and meetings with parents/carers prior to the children starting at primary school may be arranged. Staff from our feeder secondary schools will meet with Year 6 staff to ensure a smooth transition. Occasionally a child will transfer to or from a special school or other placement following a period of integration. Every opportunity is taken to ensure that regular and planned visits take place and the transition is a happy and successful one for all concerned.

*Emotional Well Being and Mental Health Service

Supporting Pupils at School with Medical Conditions

Our school recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled, and where this is the case, we will comply with our duties under the Equality Act (2010).

Pupils with certain medical conditions which require a medical protocol and/or Health Care Plan are compiled in partnership with health professionals, parents/carers, and if appropriate, the pupil.

Monitoring and Evaluation of SEND

Our school regularly monitors and evaluates the quality of provision for all pupils, including those with SEND. This promotes an active and continual process of review and improvement of provision for all pupils.

This is accomplished through lesson observations by members of the SLT or subject co-ordinators, sampling of parent/carer and pupil views, work scrutiny, regular audits, and for pupils with SEND, quality assurance of intervention and support. The SENCOs provide termly updates and a full report to the Governing Body on an annual basis of the successes of the provision for pupils with SEND.

Training

In the last three years, school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness	Enhanced	Specialist
<ul style="list-style-type: none">• Attachment• Zones of Regulation	<ul style="list-style-type: none">• Numicon Intervention• Early Talk Boost• Talk Boost KS1/2• Elklan• Autism• Precision Teaching and Monitoring• Five-minute box• Mental Health and Well-being• Paired reading• IDL Literacy and Numeracy• Executive Functioning	<ul style="list-style-type: none">• Moving and Assisting children• Catheterisation• Dysphagia awareness• Epilepsy awareness• Anaphylaxis• Step On (therapeutic behaviour management)• Theory and Practice of Nurture Groups• Level 5 Teaching Learners with Specific Learning Difficulties (dyslexia)

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to take up training and development.

Resources

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

- The Age Weighted Pupil Unit
- The notional SEND budget
- Pupil Premium funding
- LA High Needs SEND Funding

Roles and Responsibilities

The SEND Governor at our school is Jennifer Bailey. She has governor responsibility for overseeing SEND in the school.

Our school employs a number of highly skilled Learning Support Assistants who work with groups or individual pupils under the direction of the class teacher and/or SENCo.

The designated lead for Safeguarding is Andrew Cumpstey along with three members of the SLT, who have also received appropriate training.

The member of staff responsible for managing Pupil Premium and Looked After Children funding is Janice Marsh.

The member of staff responsible for managing the school's responsibility towards meeting the medical needs of pupils is Miss Danielle Vickers

Storing and Managing Information

Documents are stored in line with our school's policy on Information Management to comply with General Data Protection Regulation 2018 (this includes information on how long to store documents, when they should be destroyed, what, where and how they should be kept etc.) and our Confidentiality Policy.

Reviewing the Policy

Our SEND Policy is subject to annual review.

Accessibility

In recent years, our school has undergone a number of adaptations to the school environment. These include three disabled toilets, two of which are equipped with a changing bench and hoist, a disabled lift and ramps to the outside areas.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, and is available on the school website.

Dealing with Complaints

At all times we emphasise the importance of partnership and the role that parents and carers play in this partnership. We hope that where problems are identified by parents and carers they will be dealt with speedily by informal means. The first point of contact is always the class teacher. [Click here](#) to access the complaints policy.

Bullying

At St Michael's Church of England Primary School all pupils and staff have the right to feel happy, safe and included and to work in an environment without harassment, intimidation or fear. All bullying of any sort, is therefore unacceptable. We have a whole school anti-bullying policy, which clearly sets out how bullying is dealt with.

Invitation to respond to the SEND policy

For those parents with an interest in the legislation regarding Special Educational Needs and/or Disabilities, we have worked hard to build a SEND policy in line with this legislation. We would be very pleased to receive any contributions and suggestions that would improve the policy in line with the Children and Families Act 2014, so as to work in partnership with children and families. This will help us to support our children more effectively.

Please email your comments to:

Janice Marsh jmarsh@stmichaelscofe.com or

Denise Goodman dgoodman@stmichaelscofe.com

Glossary of Terms

Annual review: the review of an EHCP, which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent/carer or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care Plan (EHCP): An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies.

Educational Psychologist (EP): An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties.

Emotional Wellbeing and Mental Health Service (EWMHS): This service assesses and treats children and young people with emotional, behavioural or mental health difficulties. This support ranges from basic pastoral care, such as identifying mental health problems to specialist 'Tier 4', which provides in-patient care for those who have severe difficulties.

Engagement Facilitator (EF): The SEND Engagement Facilitator supports sustainable inclusion for children and young people with SEND, through targeted support to educational settings, families and partners. They facilitate effective collaborative practice through One Planning and ensure a joined-up approach to the Assess, Plan, Do, Review Cycle, particularly at points of transition for children and young people.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Inclusion Partner (IP): The Inclusion Partner works in partnership with schools, settings, college leaders and partnerships to drive practice both in individual and clusters of schools and settings supporting them to be inclusive and deliver improved outcomes for CYP with SEND. Building capacity for schools to assess, plan and deliver provision for children with SEND and implement the inclusion statement and SEND Code of Practice 2015.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHCP where the parent or young person is involved in securing that provision. The funds can be held directly by the parent/carer or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHCP.

Special Educational Needs and Disabilities (SEND): 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the Head Teacher or deputy may take on this role. In larger schools there may be a team of SENCos. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCo, and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEND. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Specialist Teacher: A qualified teacher with a specialist qualification relating to one of the four broad areas of SEND, who is employed by the LA to provide support and guidance to schools and parents of children with SEND.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.