Special Educational Needs Policy

St Michael's C.E. (VC) First School

Approved by: St. Michaels C.E. First School Governing Body	**Date:**
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1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At St Michael's we embrace the fact that every child is unique, and, therefore, the educational needs of every child are also unique; this is certainly the case for children with Special Educational Needs. All children have access to a broad and balanced curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice:0 – 25 years 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 which sets out the equality legislation
- The Education Act 1996

3. Definitions

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 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 facilities of a kind generally provided for others of the same age in mainstream schools.

- has a disability that has substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Special educational provision means educational or training provision that is **additional** to, or **different** from, that made generally for others of the same age in a mainstream setting in England'

Special Educational Needs can fall into the 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical

(The children and Families Act, 2014, SEN Code of Practice, 2015, Equality Act 2010)

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Rachel Williams-Fenton

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Review annually the SEN policy and the information report in line with statutory requirements
- 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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

4.2 The SEN governor

Name: Mrs Buckman

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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

Name: Mrs Julia Wass

The headteacher will:

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

4.4 Class teachers

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Subject and phase leaders

All subject and phase leaders is responsible for:

- Knowing and understanding Chapter 6 of the SEND Code of Practice, 2015
- Monitoring the progress of pupils with SEND within their subject or phase
- Ensuring they follow this SEN policy

5. SEN information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction needs, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, Developmental Coordination Disorder, Irlen Syndrome
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, 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.

The Class Teachers will discuss any children who are not making the desired progress with the SENCo and next steps will be discussed.

5.3 Consulting and involving pupils and parents

When a concern about a child has been raised, we will have an early discussion with the parents, and the pupil where appropriate, to decide whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents, on request.

We will formally notify parents when it is decided that a pupil will receive SEN support and that their child will be recorded on the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This assessment will then allow us to plan the next steps for the child. The assessment will be repeated to review in impact of the support implemented.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Children receiving SEN support will be given a School Support Plan (SSP), these will be reviewed at the end of each term. New targets will then be set alongside the parent.

In some circumstances pupils may need extra support and an **enhanced, assess, plan, do, and review cycle** may be applied for through the school's local SEND and Inclusion Hub. A maximum of two cycles can be completed. After this, if more support is required an **Educational and Health Care Plan** (EHCP) may be required and applied for through an **Educational, Health Care Needs Assessment** (EHCNA) to the local authority. During these procedures the school endeavors to work closely with parents or carers to achieve the best outcome for the child.

5.5 Supporting pupils moving between phases and preparing for adulthood

The school will hold transition meetings prior to a child moving to a new in setting and additional support will be given to the child before any move is completed. Examples of support may include extra visits to the new setting, creating a transition booklet or having access to nurture sessions. The school will also pass on all information and paper work held to the new setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and adapted for individual pupils.

We may also provide the following interventions:

- Speech and language therapy
- Exercises provided by an occupational therapist or physiotherapist
- Additional phonics support
- Beat Dyslexia interventions
- SPRINT program
- Additional Mathematics or English support groups
- Additional Reading
- Intervention programs for spelling
- Nurture or support
- The Educational Psychologist Approach to Literacy
- Precision Teaching
- Memory Interventions
- Handwriting intervention
- Fine and gross motor skills
- Little Wandle SEND programme
- Little Wandle Daily Keep-up programme
- Little Wandle Rapid Catch-up programme
- The Nuffield early language intervention or an equivalent early language intervention such as Wellcom

- Relax Kids

5.7 Adaptations to the curriculum and learning environment

As a school we make the following adaptations to ensure all pupils' needs are met:

- Reasonable adjustments
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and the use of additional table resources to support independent learning.
- Use of School Support Plans
- Recommendations from agencies privately commissioned by parents but recommended provisions may not be made if they do not match with observations and assessments already completed in school or if they cannot be accommodated without a negative impact being made on the provisions received by other students as a result.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when this is identified in an EHC plan or as required in lesson time.

Teaching assistants will support pupils in small groups when directed by the class teacher or when completed structured intervention groups.

We work with the following agencies to provide support for pupils with SEN:

- SENIS: SEN and Inclusion services
- Behaviour Support Service (BSS)
- Autism Inclusion Team (AIT)
- Deaf/Hearing Inclusion Team (D/HIT)
- Visual Inclusion Team (VIT)
- Educational Psychologists (EP)
- Educational Welfare Officer
- Inclusion Officer
- Social Services
- Speech and Language Therapy (SALT)
- School Nurse
- Occupational Therapy
- Physiotherapists
- CAMHs (Child and Adolescent Mental Health Service)
- Early Help Team
- Alternative Provisions

- MEAS (Minority Ethnic Achievement Service)
- SEDIS (Staffordshire Enhance District Inclusion Support)
- Or any other relevant agency deemed appropriate

5.9 Expertise and training of staff

Our SENCo is allocated one day a week to manage SEN provision and has completed the mandatory National Award for Special Educational Needs Coordination.

We have a team of 9 teaching assistants, who are trained to deliver SEN provision.

Staff receive regular training relevant to the schools' current needs. This may be delivered by internal staff members or external agencies. Examples of some training include Autism Awareness, Speech and Language Needs as well as bereavement support training. Where needed staff have been trained in supporting children when carrying out their exercises provided by the Occupational therapist or physiotherapist. They have also received the school's SEN information and expectations training which was delivered by the SENCo.

We use specialist trained staff for delivering our Nurture (Mrs Fritz).

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions across time
- Monitoring by the SENCO and Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing progress at Enhanced, Access, Plan, Do, Review meetings

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At St Michael's all children are encouraged to attend all visits in school time. Where needed, meetings can be held with the child's class teacher and SENCo to discuss any adaptations that may be required to support them during a visit. All pupils are encouraged to go on our residential trip to Laches Wood and additional meetings will be held prior to this visit. In some circumstances it may be deemed appropriate to include a planning visit to a destination before the trip. In some circumstances additional risk assessments maybe required.

All of our extra-curricular activities are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day, school plays, special themed weeks and reasonable adjustments are made as required. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- The school runs a friendship group during lunchtimes.
- The school runs nurture support sessions.
- We place great emphasis on physical health and well-being. Sports premium money is being used to help support the children's physical wellbeing. Pupils with medical needs are supported through the use of care plans and extra support through nurture where needed.
- We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

Where required other agencies may be required to come into school to work with children. This will be discussed with the parents and permission from them will be required. Any feedback from external agencies will be shared with parents either in a meeting or in writing.

Agencies privately commissioned by parents are often included in this but recommended provisions may not be made if they do not match with observations and assessments already completed in school or if they cannot be accommodated without a negative impact being made on the provisions received by other students as a result.

5.14 Complaints about SEN provision

If you have any concerns about SEN provision in our school should be made to the child's class teacher, SENCo or Head Teacher in the first instance.

Any complaints should be made to the School Governor with SEN responsibility (Mrs Buckman)

5.15 Contact details of support services for parents of pupils with SEN

Parents can seek further support through Staffordshire Connects where they can also access the Local Offer. www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

5.16 Contact details for raising concerns

If a parent is concerned about their child's progress they should first seek guidance from their child's class teacher. Appointments should be made via the school office.

If further support is needed, parents may contact the SENCo via the school office or through the SENCo email account. senco@st-michaels-stone.staffs.sch.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Information Report
- Accessibility plan

- Behaviour policy
- Equality and diversity policy
- Supporting pupils with medical conditions