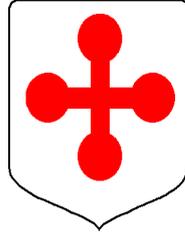


St. Michael's Church of England Primary School



SEND Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy 2015
- Access Plan 2014
- Teacher Standards 2012
- Supporting Children with Medical Conditions Policy 2014

The policy was created by the Special Educational Needs Co-ordinator (SENCo) and the Senior Leadership Team jointly with the Governor responsible for special educational needs.

St Michael's Church of England Primary School

Special Educational Needs and Disability (SEND) Policy

St Michael's is an inclusive school. We believe that all children have the right to a full and rounded education which will enable them to reach their full potential. We also take safeguarding very seriously and all of our policies are developed with a high priority on children's safety. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to our behaviour, anti-bullying, medical, accessibility and safeguarding policies.

Our website contains our SEN Information Report and also has a link to Hertfordshire's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010 and local authority guidelines.

The SEND team at St Michael's

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Please make an appointment with the school office if you wish to speak to our SENCo - Karen Benson.

Main changes introduced by the 2014 SEN Code of Practice.

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have had pupils in all these categories of SEN.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEN list generally make progress which compares well with the progress made by other children in school.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv

We also recognize that the needs of high achieving children should also be catered for and may be considered as a special educational need.

SEN at St Michael's

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons and other school activities fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their

statutory monitoring role with regard to SEND

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to well-targeted professional training and advice to support quality teaching and learning for all pupils
- To provide support for pupils with medical conditions and inclusion in all school activities by ensuring consultation with health and social care professionals

Identifying children at SENS (SEN Support)

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to provide starting points for the development of an appropriate curriculum and to identify and focus attention on action to support the child within the class.

Once at St Michael's, children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and the Senior Leadership Team and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental

support. If this does not appear to make a difference, then further assessments may take place and further advice sought. The SENCo is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child. We are members of the Catalyst Library which has a range of specific screening tools and assessment tasks to help identify barriers to learning.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

We realise there are factors, other than SEND, that can have an impact on a child's learning and expected progress, such as; attendance and punctuality, health and welfare, being in receipt of a Pupil Premium Grant or being a Looked After Child.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents and encourage parents to make an active contribution to their children's education. If a child is experiencing difficulties, parents will be informed either at parents' evenings (autumn, spring and summer terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher or SENCo will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age and understanding, the child may be invited to attend all or part of the meeting.

The school will record the agreed steps to be taken to meet the needs of individual children and some children will have an individual support plan, which will be shared with parents and staff and renewed termly.

Any child who is on the SEND list will have their attainment and progress closely monitored. They will be

Individual Support Plans

An Individual Support Plan will record the strategies employed in school to enable a child to progress and will in particular include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Who is responsible for delivering the provision.
- How the child can be successful.
- The review date.

The child's views will be sought and taken into account in drawing up the ISP, as will those of the child's parents.

School-based Interventions

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Interventions additional to those provided as part of the school's differentiated curriculum may take the form of a small group or individual intervention, additional resources being used to support learning or an individual personalised curriculum, depending on the individual needs of the child. The child's individual learning targets will be applied within the classroom.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Interventions are planned in half-termly blocks and at the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to change to a new intervention, or to allow a period of consolidation in class.

We may need to obtain specialist expertise from an outside agency if as a school we feel that our interventions are not having a sufficient impact on the individual child. Parents will always be involved in that decision.

Leaving the SEND list

When a child on the SEND list makes good progress and is able to work within age-related expectations it may be appropriate that their name no longer remains on the SEND list. The class teacher, SENCo and parents will be consulted. However, their progress and achievement will still be carefully monitored and tracked.

Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality, targeted support at SENS, and demonstrates significant cause for concern, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

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

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

The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational

needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual support plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum assessments in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

Parents will be kept informed about the progress of any application.

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

The EHC Plan will set out the arrangements for monitoring the child's long- and short-term progress towards the outcomes set out in the Plan.

Pupils who still have a Statement of Special Educational Needs under the old SEN framework will be reviewed each half term in addition to the Statutory Annual Assessment and we will also support them in their transition to an EHC Plan where appropriate.

Adaptations to the Curriculum, Teaching and Learning Environment

St Michael's site poses some physical challenges which our Access Plan aims to overcome in line with our duties under the Equality Act 2010. The school is on more than one level and has stairs leading to some areas. We have an access ramp to the main entrance and alternative wheelchair-friendly access to the Foundation Stage and KS1 areas. We also have easy access toilets in the Foundation Stage and school entrance areas. Additional adaptations to the building will generally be necessary (where reasonable) for children with physical disabilities. Other reasonable adaptations to the physical environment will also be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to

support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make any reasonable accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LEA courses, provision of books or guidance towards useful websites. Our staff induction for new teachers and support staff includes a meeting with the SENCo to explain the systems and structures in place around our SEND provision and practice and to discuss the needs of individual pupils. Staff training in all areas of school practice is linked to their performance management.

Other TAs and HLTA (higher Level Teaching Assistants) have expertise and training in a variety of strategies to help overcome barriers to learning. These include Makaton sign language, gym trail, Wellcomm screening and Fischer Family Trust literacy work. All TAs work with children with SEN and disabilities.

The SENCo is an experienced and qualified SENCO. She offers training and advice and shares resources with all staff. Our SENCo regularly attends Herts SENCo network meetings in order to keep up to date with local and national updates in SEND.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we *may* complete a CAF with the family and support the child through that process or seek advice from the team at Aspects.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school may provide nurture groups and social skills sessions as appropriate.

All children's behaviour is responded to consistently in line with our Behaviour for Learning Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have 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 (2014) is followed.

Please refer to our Supporting pupils in School with Medical Conditions Policy on our school website for detailed arrangements.

Transition Arrangements (into/within our school)

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the

individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Additional transition arrangements may be made via the school SENCo if raised at these reviews e.g. extra visits, travel training etc.

High Achieving Children

The needs of high-achieving children will generally be dealt with by way of Quality First Teaching and effective differentiation within the classroom. The school has a Gifted and Talented Co-ordinator (Clare Tozer) who organizes the school's enrichment programme. Enrichment opportunities are allocated according to a number of factors such as a child's aptitude for or interest in a particular subject and are also sometimes used also as a motivational tool. The enrichment programme is monitored annually by the Governors' Curriculum Committee.

Admissions Arrangements

Our admissions arrangements, policies and procedures can be found here:

<http://www.stmichaelsjmi.herts.sch.uk/admissions/index.html>

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Katy Bellerby. She meets with the SENCO at least termly to discuss actions taken by the school.

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

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to statements or EHC Plans and the Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Hertfordshire Local Offer

Hertfordshire has produced a 'Local Offer' to support families, young people and practitioners. The purpose of the local offer is to provide clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND aged 0-25 and their families (not just those who have an education, health and care plan). It is also to improve the services that are provided and make them more responsive to local needs and wishes.

The local offer is available here:

www.hertsdirect.org/localoffer

Equal Opportunities

The school is committed to providing equal opportunities for all its pupils in line with its statutory duties and also the ethos, aims and values of the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:

Headteacher

Date:

Signed:

Chair of Governors

Date:

Review Date: 2017