



**St. Michael's RC Primary School  
Special Educational Needs and  
Disability (SEND) Policy  
For further information see local  
offer**

## **Rationale**

*At St. Michael's we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child or young person, including those with SEND. We would define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.*

This policy reflects the working practices of St Michael's RC Primary School for identifying, assessing and making provision for children with special educational needs (SEND) following the guidelines in the updated Code of Practice (2015).

**This policy is intended to ensure that** each child reaches their potential in an inclusive and supportive environment, which promotes and provides equal opportunities

At St Michael's Primary School we aim to:

- Welcome children with a wide range of SEND
- Ensure that children with SEND have full access to the curriculum
- Identify individual needs and plan to meet them
- Arrange the necessary additional support
- To take the views of the young person into account.
- Regularly review the effectiveness of the support provided
- Work in close partnership with parents and carers
- Forge productive partnerships with specialist support agencies

The SENCo, Miss Jenny Consterdine, is responsible for co-ordinating the day-to-day provision for children with Special Educational Needs or Disabilities.

## **Broad Guidelines**

- Our policy is in line with the Department for Education current Code of Practice.
- We ensure access for all children to a broad and balanced curriculum and aim to be fully inclusive.
- We identify and assess problems as early as possible in order to remove barriers to learning and raise expectations and achievement of pupils with SEND. Children are entered on a SEND register.
- We carry out whole school assessments in order to identify needs and set targets.
- Progress is reviewed regularly in consultation with all parties concerned. We keep clear and thorough records. Our Inclusion Managers oversee work with individuals and small groups of identified children, in order to teach, review and assess. The SENCO work in partnership with parents, outside agencies, the local authority and other schools as appropriate.
- The SENCO attends SENCO forums to receive up to date information regarding all aspects of SEND.
- SEND matters are raised at every LAB meeting.
- We set aside money from the budget each year for SEND resources.

## **The role of the SENCO**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- provides advice on a graduated approach to SEND support to staff, supporting and liaising with them and where necessary helping in the completion of Individual SEN support plans;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs, completing relevant documents
- tracks the progress of SEND pupils using school based data;

- manages school-based assessment of children with special needs and completes the documentation required by outside agencies and the LA;
- acts as a link with parents where appropriate;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports through the Head Teacher, to the governing body;
- manages, with the Head Teacher, a range of resources, human and material, linked to children with special educational needs.
- Liaises with potential next providers of education;
- Works with the Headteacher and Governors to fulfil the Equality Act.

### **The role of the Governing Body**

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND.

The governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

The governing body has a member responsible for overseeing SEND in school. Currently this is Michael Scurr.

### **Arrangement for Admissions**

All children applying for a place in school are subject to the criteria outlines in the admissions policy. No child will be discriminated against on the grounds of having SEND.

### **Educational Inclusion**

Children with SEND are regarded as full members of the school community. We include them in all opportunities through careful forward planning. Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

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

## **Identification and Assessment**

Early identification is vital. All pupils receive 'Quality First Teaching' and a differentiated curriculum to meet the variety of needs within the classroom. In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach. All interventions are closely monitored to ensure that they are having maximum impact on the child's learning and progress.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices and Special Educational Needs and Disability Code of Practice. On a termly basis, class-teachers review the progress made by individual children and groups of children, basing their opinion on formative and summative assessment. Class teachers may present an application to the SENCo for a child to be considered as having SEND provided they can show evidence for a lack of progress, outlining the support already offered. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The SENCo considers the evidence and observes the child in class. The SENCo will then contact the parents/carers of the child to seek their views of the child's progress. If all parties are in agreement then the child will be registered as having SEND.

## **Planning and Review**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

All children who have SEND will have a support plan if they are on SEN Support or have an Educational Health care Plan. Elsewhere provision and targets for school action pupils are captured on the school provision map. Support plans are updated termly. This plan outlines the targets for improvement and the methods of support to be provided to assist the progress. Each termly the progress of each child will be considered against the targets set and new targets on their support plan are then prepared. Pupils can move from the SEN register or be considered for an Education Health Care Plan if the pupil has not made expected progress in relation to targets set and support provided. The school will take advice from professionals and keep parents fully informed.

Annual reviews are held for all children who have a full statement of special educational need or an Education Health Care Plan. Teachers, support assistants, parents /carers and all other professionals involved with the child contribute to the review and the outcomes are shared with Newcastle's SEN department.

## **Monitoring and Evaluating**

The SENCo is involved in supporting teachers involved in drawing up Individual SEN Support Plans for children on the SEN register. The SLT hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers
- preventing the attainment gap growing wider

- matches or betters the pupil's previous rate of progress
- ensuring access to the full curriculum
- demonstrating an improvement in self-help, social or personal skills
- demonstrating improvements in the pupil's behaviour

### **Transition Arrangements**

Before a pupil starts St Michael's, the Nursery or Reception teacher conduct Nursery visits and any special concerns about particular needs will be brought to the attention of the SENCo. St Michael's has developed good relationships with feeder nursery schools and relevant information is shared prior to transition so that appropriate adjustments can be made. When children join from another school, the Family Support Officer and SENCo will gather relevant details about SEND from the parents and the previous school.

Children transferring from St Michael's to a new school will have their SEN records sent on. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEN records sent. When children with SEN move from one year level to the next information is shared between current teachers and the next in the summer term. The SENCo will also arrange meetings with class teachers to discuss children on the SEN register early on in the new autumn term.

### **Parents/Carers Involvement**

We consider parents and carers to be the first and most important educators of children and it is vital for the child that there is a positive and co-operative partnership between home and school. Parents' and carers' views and contributions are valued and listened to. Parents and carers are consulted either verbally or in writing of any changes we wish to make to their child's programme of support and we welcome feedback

We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Annual reviews or six monthly reviews if the child is under the age of 5 years old, are held to meet with parents of children with an EHCP to which involved agencies are invited.

### **SEND Training**

St Michael's is committed to providing and facilitating SEND training. The SENCo will identify and arrange training as required and lead whole-school INSET as appropriate.

### **Allocation of Resources**

The SENCo and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEN support children and those with an Educational Health Care Plan (EHCP).

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs

The school receives funds from the local authority which are delegated specifically for pupils with special educational needs and disabilities. The IEB is responsible for ensuring that these funds are used for pupils with special educational need and disabilities, whether or not they are the subject of an EHC Plan .Where a pupil has an EHC Plan, money specifically for the use of that pupil may be allocated by the authority in which the pupil lives.

Pupils with SEND may require additional resourcing from the main school budget to meet their needs. Money allocated to SEND may be used to: -

- Provide additional Teaching Assistant support
- Purchase of special equipment including IT resources
- Provide extra numeracy and literacy support (classroom assistants and teachers) for targeted groups

### **Practice of deployment of staff**

Teaching assistants (TA's) are deployed in the following three ways:

**Whole class:** Offering general support to the whole class to meet the wide range of needs and abilities within a group. They support learning, break down work and personalise it to pupil's needs.

**Targeted in class learning support:** Being deployed as a specific resource to support pupils with special educational needs, including pupils with EHCP and pupils with SEN support.

**Targeted intervention delivery:** Specific intervention for allocated pupils with identified needs. This deployment and intervention is bespoke to individual pupils needs to support their independence and inclusion.

### **Support from Outside Agencies**

The school works with a wide range of professional agencies that provide additional support for children's needs both in school and outside school. Our primary support comes from the services of the Educational Psychologist and Speech and Language Therapist, who also reviews our in-school provision. Where appropriate, pupils can be referred to Newcastle health services including CYPS and GPs.

### **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Michael Scurr. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

### **Date of Review: May 2021**

### **This policy will be reviewed in May 2022**

**Signed:** \_\_\_\_\_ **(SENCO)**

**Signed:** \_\_\_\_\_ **(Headteacher)**

**Signed:** \_\_\_\_\_ **(Chair of Governors)**