



## Special Educational Needs and Disabilities Policy

Last reviewed: September 2020

**Next Review date: Autumn Term 2021**

This document sets out St Michael's School policy for educational provision for pupils with special educational needs and disabilities (SEND). It states the school's aims and objectives and the principles and strategies which will be applied when considering appropriate provision for these children. This policy complies with statutory requirements laid out in the SEND Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 years 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England primary / secondary framework document 2014
- Safeguarding Policy
- **Accessibility Plan 2015-18**
- Teachers Standards 2012

This policy was created by the school's Inclusion Manager (Mrs E. Wakefield: Tel 01543 227425 email: [contactus@st-michaels-lichfield.staffs.sch.uk](mailto:contactus@st-michaels-lichfield.staffs.sch.uk), SENDCo before 2009 NASEN requirement) with the SEND Governor in liaison with the Senior Leadership Team.

### Context

St. Michael's is a larger than average primary school which currently has 412 pupils, of which 24 (5.8 %) are on the SEND register. Every teacher is a teacher of every child, including those with SEND and all children have access to a broad and balanced curriculum. Staff actively promote a Dyslexia Friendly learning environment and use teaching techniques suitable for all learning styles. The Inclusion Manager has completed the Post Graduate Certificate in Languages, Literacy and Dyslexia. The majority of teaching staff have received Tier 1 Autism Training. Staff currently have experience of meeting the needs of pupils with ADHD; Attachment difficulties; Autism Spectrum Condition; Down's Syndrome; Dyslexia; Specific Learning Difficulties; Moderate Learning Difficulties; Speech, Language and Communication difficulties; Hearing Impairment and Visual Impairment.

### Aims

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

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people 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 <https://www.gov.uk/government/collections/national-curriculum>
- 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 areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical
  - To request, monitor and respond to parents/carers' and pupils' views 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 continuing professional development
  - To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
  - To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

Special educational provision is that which is additional to, or otherwise different from, the provision made for children of the same age in a school maintained by the Local Authority (LA) other than a special school.

#### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision. Code of Practice 2014*

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a pupil making less than expected progress given their age and individual circumstances. 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; widens the attainment gap/
- Pupil observation indicates that they have additional needs in one of the four areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- A pupil asks for help

#### **Factors which may impact on progress and attainment which are not SEND:**

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of Serviceman/woman

### **Objectives**

1. To make early identification of children with special educational needs, based on the child's current levels of attainment and the pattern of learning and experience established during previous years in addition to information gained from parents and staff.
2. To liaise with staff and parents and to use an appropriate screening framework which profiles individual strengths, weaknesses and rates of progress when assessing a child's performance.
3. To provide individual learning programmes to support the child in class where appropriate.
4. To follow an Assess; Plan; Do; Review process for all children identified as having SEND.
5. To record and review the child's progress and achievements using appropriate and statutory documentation.
6. To adopt a graduated response to special educational needs provision which recognises the continuum of special needs support and seeks specialist expertise from outside agencies at appropriate stages.

### **Co-ordination of Educational Provision**

The Governing Body has appointed a named governor who monitors the school's SEND policy.

The Governors have a statutory duty to:

1. do their best to ensure that the necessary provision is made for any child who has special educational needs;
2. ensure that parents are notified by the school when SEND provision is being made for their child;
3. ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs;
4. report annually to parents on the school's policy for children with special educational needs;
5. ensure that children with SEND join in the activities of the school together with children who do not have special educational needs or disabilities, so far as is reasonably practical and compatible with the child receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of

resources.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of the provision for children with special educational needs. She will keep the governing body fully informed. At the same time, the Headteacher will work closely with the school's SEND Co-ordinator.

### **The SEND Co-ordinator**

The SEND Co-ordinator (SENDCO) is responsible for:

1. The day-to-day management of the school's SEND policy.
2. To observe, assess and provide advice on provision for those children suspected of having a special need or disabilities.
3. Liaising with and advising fellow teachers and Teaching Assistants.
4. Co-ordinating provision for children with special educational needs and disabilities.
5. Maintaining the school's SEND register and overseeing the records on all children with special educational needs.
6. Liaising with parents of children with special educational needs or disabilities.
7. Liaising with external agencies including the educational psychology service, SENISS, other support agencies, medical and social services and voluntary bodies.
8. To inform staff of new legislation and changes to SEND provision.
9. To oversee the management of resources for SEND.
10. To liaise with teachers and teaching assistants with regards to Wave 2 and Wave 3 teaching strategies.
11. To carry out the performance management for teaching assistants which they line manage, including classroom observation.
12. To organise and lead on Early Help Assessments where the concern is raised by school.
13. To provide training for staff and parents.
14. To teach, when appropriate, small groups and individuals with special needs or disabilities.

## **The Class Teacher**

**“All teachers are teachers of all children including those special educational needs.”** The class teacher is responsible for:

1. Gathering information about any child in his or her class who is giving rise for concern and making an initial assessment of the child's special educational needs
2. Providing special help within the normal curriculum framework, exploring ways in which increased differentiation of classroom work might better meet the needs of the individual child.
3. Monitoring and reviewing the child's progress through SEND Support Plans, keeping documentation of interventions.
4. Liaising with teaching assistants to organise support for individuals and groups of children.
5. Liaising with parents
6. Liaison with the SENDCO
7. To carry out suggestions by outside agencies.
8. To ensure their classroom and teaching style is Dyslexia Friendly.

## **Partnership with parents**

At St. Michael's school we are committed to working with parents. We know that children are best supported when school and parents work together to meet each pupils needs.

1. The school and parents work together to secure a positive environment for learning.
2. Parents are involved and share information at all stages of identification and assessment in a child's learning progress.
3. Parents are encouraged to have regular consultations with staff on an informal or formal basis.
4. They have access to the SEND policy document, SEND information report, Disability Equality Scheme, school prospectus and annual school profile.
5. Information on a child's progress is readily available.
6. Material for homework assignments involving parental help is provided where appropriate.
7. Parents are made aware of the support provided by SEND IASS (Special

Educational Needs and Disabilities Information, Advice and Support Service) –  
Staffordshire Family Partnership

## **Admission Arrangements**

The school endeavours to make the curriculum and physical environment accessible to all children with special educational needs, including those allocated by the local authority when St Michael's is named as part of an Education, Health and Care Plan or Statement of SEND, whenever their entry.

Adaptations will be made to the curriculum and physical environment wherever possible and required.

## **SECTION 2**

### **Allocation of resources to pupils with special educational needs**

Money will be available from within the school budget on a year to year basis to pay for a part-time SEND Co-ordinator (0.6 FTE) and for designated Teaching Assistant support. This is dependent on staffing and resources.

### **Identification and assessment arrangements**

The emphasis is on early identification of areas of concern. Prior to entry into Reception, teachers liaise with local nurseries and the Early Years Forum to gather information which contributes to the children's profile.

#### Formal Assessment

##### Reception

Following a two week induction a baseline assessment conducted by the class teacher. During the first year at school, children's progress is assessed by the class teacher using the Early Years Foundation Stage, Development Matters.

##### Year 1- Year 6

##### Year 2

In the Summer Term the Key Stage 1 National Curriculum Standard of Attainment Tests (SATs) are carried out.

##### Years 6

In Year 6, Key Stage 2 National Curriculum SATs are carried out and progress is reported formally to parents.

#### Internal Assessment

Assessment against the national standards is recorded half termly and take into account

information gathered from **NFER** assessments for all pupil's working within their key stage expectations. Termly pupil progress discussions take place between class teachers and the Headteacher/Deputy Headteacher/Phase Leader/Inclusion Manager. In addition staff monitor the progress of children on the SEND register. For those children working below their key stage expectations, those on the SEND register or those for whom there is teacher, pupil or parental concern other assessments may be carried out for their area of need (e.g. Salford Reading Test, Single Word Spelling Test, Assessment of Number facts, Phonological Assessment Battery 2, Wide Range Intelligence Test, Wide Range Achievement Test, British Picture Vocabulary Scale)

## **Graduated response to provision for pupils with SEND**

### **Monitoring progress**

The school follows the wave cycle of graduated support as follows:

Wave 1: quality first teaching for all children, with differentiated curriculum

Wave 2: intervention programmes and catch up programmes to target those requiring a boost of skills. These children may not be on the SEND register

Wave 3: individualised programmes of work, referenced on an SEND Support Plan, for those children assessed as having a special educational need

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENDCO to consider what might be done in addition to providing a differentiated curriculum. The class teacher may decide that it is appropriate for the child to participate in one or more of the appropriate age-related intervention strategies. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress:

- closes the attainment gap between the child and his/her peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but is less than that of the majority of peers;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the child's behaviour.

The review at this stage should focus on:

Progress made by the child  
Effectiveness of additional differentiation  
Future action.

### **Placing a child on the SEND register**

When a class teacher or the SENDCO identifies a child for whom they have concerns regarding progress the class teacher will provide interventions which are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention through **SEND**

**Support** will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes

- little or no progress over a period of time even when teaching approaches are targeted in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not addressed by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENDCO takes lead responsibility for gathering information and for co-ordinating the child's special educational provision; the child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to support their child and of the outcome of these actions. The SENDCO and class teacher will decide on action needed in the light of earlier assessment. This may include

- different learning materials or special equipment
- further group or individual support using Wave 2 materials and Wave 3 materials
- staff development and training to introduce more effective strategies
- access to local authority support services for one-off or occasional advice on strategies or equipment

### **SEND Support Plans**

Strategies employed to enable the child to progress will be recorded within an SEND Support Plan. The Support Plan will include information about

- an assessment of the area of need (**Assess**)
- a target of what they will be able to achieve after support (**Plan**)
- the provision to be put in place (**Do**)
- an assessment of where they are after intervention (**Review**)

The SEND Support Plan will only record that which is additional to or different from the differentiated curriculum and will focus on no more than three individual targets that match the child's needs and have been discussed with the child and the parents. The Support Plan will be reviewed termly at a meeting between parents and the class teacher when parents' views on their child's progress will be sought. Wherever possible, the child will also be involved in the review and in setting the targets.

The review should focus on:

- Progress made by the child.
- Effectiveness of the intervention.
- Contribution made by parents at home.

Updated information and advice.  
Future action.

### **External Support**

The triggers for external support to be sought will be that, despite receiving individualised support whilst on a SEND Support Plan, the child

- continues to make little or no progress in specific areas over a long period of time
- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request may be made for support from appropriate external services (SENISS, Speech and Language Therapy, Behaviour Support, Autism Outreach team, Educational Psychology Service) so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a child's progress and in some cases provide support for particular activities. The resulting SEND Support Plan will set out fresh strategies for supporting the child's progress. These will be implemented in part in the normal classroom setting. Teaching Assistants may deliver individualised literacy support programmes. The delivery of interventions recorded on the SEND Support Plan continues to be the responsibility of the class teacher.

The review should focus on all the points made at the School Action review.

### **School request for an Education, Health and Care Plan**

When a child continues to demonstrate significant cause for concern over a long period of time the school may request an Education, Health and Care Needs Assessment. The school will provide to the LA information about the child's progress and documentation relating to the child's special educational needs, including any resources or special arrangements in place. This information may include

- SEND Support plans for the child over two terms
- Timetable of provision over a period of time
- Attendance records
- Records of regular reviews and their outcomes
- Health and medical records where relevant
- Levels of attainment in reading, writing, maths and science
- Educational and other assessments, for example from an advisory specialist teacher or Educational Psychologist
- Relevant reports from other professionals such as health, social services or educational

- welfare services
- Views of the parents and of the child.

### **Educational Health and Care Needs assessments**

The LA considers the need for an Education, Health and Care Plan (EHCP). A child may be brought to the attention of the LA as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant interventions from the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA may write an Education, Health and Care Plan which may include:

- The child's name, address and date of birth
- Details of all the child's special needs
- Identify the special educational provision necessary to meet the child's needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHCPs will have short-term targets set for them, which have been established after consultation with parents, and include targets identified in the EHCP. These targets will be set out in an SEND Support Plan and be implemented as far as possible within the normal classroom setting. The delivery of the interventions recorded in the Support Plan will continue to be the responsibility of the class teacher. Reviews will be carried out on a termly basis by the school and may include the SEN Co-ordinator. They will monitor and review the progress of the child in the same way as all children on the SEND register.

### **Annual Review of an Education, Health and Care Plan**

All Education, Health and Care Plans must be reviewed at least annually. The parents (and child if appropriate), the class teacher and other professionals involved will be invited to consider whether any amendments need to be made to the plan. The conclusions of the meeting are recorded by the SENDCO and forwarded to the LA. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **Removing a child from the SEND register**

A child may be removed from the SEND register if progress is such that they are working in-line with national expectations.

### **Year 6 transition**

Information about individuals on the SEND register is shared with the SENCO at the designated high schools so that planning and preparation can be put in place for a smooth transition. This may include increased number of visits or a specialist transition programme.

### **Year 6 SATS**

The SENDCO may apply for extra time, a scribe or reader for SATS at the end of Key Stage 2 for individuals who meet the criteria set out in the SATs guidelines. Children who are teacher assessed at below key stage expectations can be dis-applied from SATs.

### **SEND in-service training**

The school recognises and makes provision for the training needs of the SENDCO, teaching staff, support staff and governors so that they keep up-to-date with current thinking by attending relevant courses.

### **Outside agencies**

The SENDCO is in regular contact with advisory staff from Autism Outreach Team, Behaviour Support, Speech and Language Therapy, Occupational Therapy, Local Support Team and the County Educational Psychology Service. Visits are made for individual case work and for discussions with relevant support and teaching staff.

### **Arrangements for considering complaints about special educational provision within the school**

In the first instance this will be dealt with by the class teacher and, where appropriate, the SENDCO. If the complaint remains unresolved it will be addressed by the Headteacher in line with the school's Compliments and Complaints procedure.

### **Criteria for evaluating the success of the school's SEND policy**

This policy and issues of practice and resourcing will be reviewed annually. Specifically, the monitoring of pupils on the SEND register will be reviewed to assess progress, the use of equipment and resources will be addressed and INSET opportunities for staff will be identified.