



SEND Policy

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith.
- Living our faith.
- Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for

excellence in all aspects of education in a secure environment.

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum for all in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Compliance

This policy has been updated in line with the revised Code of Practice. The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities 2
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENDCOs with the SENDior Leadership Team, in liaison with school's governing body, staff and parents of pupils with SEND. This reflects the importance we put on working in collaboration with all members of our school community in order to achieve the best outcomes for our pupils.

ROLES AND RESPONSIBILITIES

The SENDCos at St Michael & St Martin Catholic School is Mrs Emma Goulding. The SEND Governor is Shane Burns, Remie Antao/Tom White are the Governors with responsibility for Safeguarding. The Safeguarding Officer in school and responsible for Children Looked After is Mrs Nicola Duggan, the Headteacher.

Aims of this Policy

- To identify pupils with SEND as early as possible to ensure that their needs are met.
- To enable all pupils to reach high levels of achievement in all subject areas.
- To ensure that all learners have access to a broad and balanced curriculum which is differentiated to meet individual needs ensuring all children are challenged to achieve.
- To be an inclusive school, which provides equal opportunities, accepts and values difference.
- To encourage pupil voice by enabling all children to express their views and be fully involved in their learning. To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To work towards inclusion in partnership with other agencies and school.
- To achieve a level of staff expertise to meet pupil needs.

Children with Special Educational needs have a barrier to learning that calls for special provision to be made. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be supported to overcome their difficulties.

Management of SEND within School

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with clear differentiation and personalisation to meet need across all subject areas. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a Statement/Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants/Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for their deployment is pupil

centred.

The SENDCo is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and support staff
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCo is responsible for reporting to the link governor with responsibility for SEND on the day- day management of SEND policy. Termly meetings will take place.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014.

1. Communication and Interaction (C and I)
 - Speech, language and communication needs(SLCN)
 - Autistic Spectrum Disorder (ASD)
2. Cognition and learning
 - Specific learning difficulties
 - Moderate learning difficulties
 - Severe learning difficulties
 - Profound multiply learning difficulties
3. Social, Emotional and Mental Health
 - Attention deficit disorder
 - Attention deficit hyperactivity disorder
 - Attachment disorder
 - Also children who are isolated, withdrawn, or displaying challenging behavior.
4. Sensory and or physical needs
 - Hearing or visual impairment

- Physical disability
- Multi-sensory Impairment

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress;

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium or vulnerable (PP)
- Being a Child Looked After (CLA)

The SENDCo works closely within the Senior leadership team, using Target Tracker (whole school tracking) data and Provision map as an early identification indicator. We use a number of additional indicators of special educational needs

- The analysis of data, including EYFS data, SATs, reading ages, annual and termly pupil assessments.
- Weekly staff meeting agenda item Children of Concern.
- The use of our local authority or other external services.
- The following up of teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.

All children are assessed when they enter our school, so we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all children.

If our assessments show a child may have a special educational need or disability we use a range of strategies that make full use of all available classroom and school resources. The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each half term during Pupil Progress meetings when a detailed analysis of it takes place. For some pupils a more in depth the school or other educational or health professionals may undertake individual assessment. Children placed on the SEND register and not on a Statement/EHCP are monitored and discussed at Pupil Progress meetings.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- A range of teaching and learning styles, including within the quality teaching children receive within the class.
- In class support for small groups with an additional teacher, support teacher or Teaching Assistant (TA)/Learning Support Assistant LSA.
- Small group withdrawal with class teacher, support teacher or TA/LSA.
- Individual class support / individual withdrawal.
- Differentiated learning materials and activities.
- Access to ICT and technology.
- Specific interventions e.g. Reading Catch Up.
- Provision of alternative learning materials/ special equipment.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents.

- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

Individual Education Plans (IEPs)

All pupils with Statements/EHCPs will have IEPs setting out specific targets and any provision made that is additional to and different from usual classroom provision. For pupils with a Statement/EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs including

- Short-term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEP will be created through discussion with both the pupil and the parent or carer and specialist if appropriate e.g. Speech and Language Therapist.

Reviewing IEPs

The SENDCO and class teacher will meet with termly with parents/carers to discuss current IEP and review previous IEP. This will be done at a scheduled date arranged by the SENDCo.

Code of Practice Graduated Response – SEND Support Action Plan The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs (Assess, Plan, Do, Review). If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil

and have an input in planning future support and add the pupil to the SEND register.

The class teacher will remain responsible for planning and delivering individualised programmes using a SEND IEP. Parents will be closely informed of the action and results on a termly basis. A child may be taken off the SEND register if deemed appropriate by teacher. This does not restrict the child re-entering the SEND register in the future if required. External support services may advise on targets for the SEND IEP and provide specialist inputs to the support process. SEND IEP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional problems that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting SEND IEP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Referral for An Educational Health and Care plan

If the child has long term or significant needs a Statutory Assessment may be requested. The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions.
- Current and past SEND IEPs.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum stages.
- Other relevant assessments from outside specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the pupil.

- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP.
- Established through parental/pupil consultation.
- Set out in an Action Plan.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent.
- The pupil if appropriate.
- The relevant teacher and LSA.
- A representative of the SEND Inclusion and Assessment Team.
- The Educational Psychologist.
- Any other person the SENDCO or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

At Key Stage phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and SEND it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an

Partnership with Parents/Carers

The school work in partnership with parents and carers to support those children with Special Educational needs. We encourage an active partnership through ongoing dialogue with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child and agreeing targets for the child.
- Making parents and carers aware of the Parent Partnership services.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets.
- Regular meetings with named adults.
- Where appropriate, working with learning mentors.
- Annual reviews.

Special Provision

The school has the following special facilities:

- Disabled toilet with hand rails.
- Blinds in classrooms to reduce glare.
- Ramps to outside doors to allow for wheelchair access on ground floor only.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.
- Lift

Links with Education Support and Other Services

- Educational Psychologist.
- School Nurse.
- Speech and Language Therapy Service.
- Community Health Services.
- CAMHS

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken will be detailed in the Head teacher's report to governors each term.

Resources

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENDCO. The Chair of Governors may be involved if necessary. Please see the school's Complaints Procedure.

Review of the SEND Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

- Relation to other school Policies
- Medical Needs Policy
- Behaviour Policy
- Home School Agreement
- Race Equality policy
- Curriculum policy
- Accessibility Policy
- Equal Opportunities Objectives

Agreed and Approved by Governing Body : October 2026

Review Date : October 2027

Person Responsible : Nicola Duggan