

Shine as Lights in the World



Special Educational Needs and Disability (SEND) Policy

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Background and Legal Context

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2015 (updated April 2020), and the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014 (See Appendices).

All schools are required to publish an 'SEND information' report showing the arrangements for the admission of children with SEND.

Introduction

Our school vision is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our life skills programme (My Personal Best), our Christian Values and our robust PSHE (including Relationships Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way, shine as lights in the world.

At St Michael's Woolmer Green School, we embrace the fact that every child is different and as such, so are their educational needs. We are an inclusive school, and we believe that all teachers are teachers of Special Educational Needs. We are committed to ensuring all children have access to quality first teaching and learning in the classroom. Some children may be identified as having additional needs and as a school we have a range of provisions which may be offered where appropriate. This provision is over and above the Quality First Teaching in the classroom, which is the entitlement for all children.

Definition of SEND

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2015:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 2015 6.15)

Children fulfil these criteria if they:

- have significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- are under school age and fall within the definitions above or
- have emotional or behavioural difficulties that interfere with their ability to learn

Children must not be regarded as having a SEND needs solely because:

- they have a disability
- the language of their home is different from the language in which they will be taught
- slow progress or low attainment
- persistent disruptive or withdrawn behaviours

Aims and Objectives

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals leading fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 2015 6.1)

At St Michael's Woolmer Green School we will:

- aim to identify needs at the earliest point and make effective provision
- endeavour to provide any child with SEND with the support they need
- ensure that children and young people with SEND have every opportunity to engage fully in school life
- identify the roles and responsibilities of all staff including the SENCO and SENCO Assistant
- ensure that parents/carers and children are invited to be fully involved in SEND cycle
- ensure that both parents/carers and children have a voice in this process

Roles and Responsibilities

The Governing Body

The key responsibilities of the Governing Body include:

- Overseeing the appropriate staffing and funding arrangements of the school's provision for children with special educational needs and disability (SEND)
- monitoring policy and practise as part of the School Improvement Committee
- having a named Governor for Inclusion who is Mrs Debbie May.
- This Governor will work alongside the SENCO to monitor SEN provision and the impact on the school
- The SEN Governor will ensure that all Governors are aware of the school's SEN provision

The Headteacher

The key responsibilities of the Headteacher include:

- Informing and liaising with Governors on SEN provision
- ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development
- managing the SEND policy on a day-to-day basis and for arranging for practical help and training to be given to members of staff on how to deal with any issues
- ensuring that complaints regarding SEND provision are dealt with in accordance with the LEA guidance for school-based complaints (see Complaints policy)

The SENCO

The Special Educational Needs and Disability co-ordinator (SENCO) is Mrs Sudan, supported by Mrs Holden, who is the SENCO Assistant. The SENCO Team is responsible for:

- overseeing the provision for children with SEND
- leading the development of high quality SEND provision
- supporting teachers to identify children with additional needs and assess, plan and review provision for those children

- liaising with parents/carers of pupils with SEND
- liaising with or referring to external professionals such as early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- informing the Governors of new SEND legislation and an overview of SEND provision and impact
- ensuring that the school keeps the records of all pupils with SEND up to date
- arranging and carrying out annual reviews of pupils with an Education, Health and Care Plan
- contributing to the continued professional development of all staff working within SEND
- managing the impact of interventions and support provided to pupils with SEND

Class Teacher

The key responsibilities of the Class Teacher include:

Teachers are responsible and accountable for the progress and development of the children in their class. This includes where pupils access support from TAs or specialist staff. In addition, they are responsible for:

- Quality First Teaching for all pupils
- Identifying children with SEND
- devising and implementing targets and support for individual children
- reviewing and setting new targets on the Individual Provision Plans with parents/carers and children
- liaising with the SENCO and SENCO Assistant
- ensuring that identified strategies/interventions are implemented
- undertaking any training suggested or supplied by the school

Teaching Assistants

The key responsibilities of Teaching Assistants include:

- be familiar with the Provision Plans for your class and the needs of individual children on the SEND register
- supporting the inclusion of all children in the classroom to access quality first teaching
- liaising with the class teacher, SENCO and SENCO Assistant to ensure the needs of individual pupils are met through the implementation of the identified strategies/intervention
- implementing the SEND Policy
- undertaking any training suggested or supplied by the school

Identifying SEN

The SEND Code of Practice 2015 identify four broad areas of need. When assessed pupils' needs may fall into one or more areas and may change over time.

- Communication and Interaction
(Children have difficulty with speech, language and communication)
- Cognition and Learning
(Children with difficulties in accessing learning)
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical needs

See appendix 1 of the SEND Code of Practice 2015 for further information concerning each area.

All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised –identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (SEND Code of Practice 2015 6.14)

Initially, St Michael's School assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings, key stages and other professionals where appropriate. Across the key stages the school has consistent and robust measures in place to monitor the attainment and progress of all children. Daily, weekly and termly monitoring and assessment procedures are conducted by all teachers. There are termly pupil progress meetings, which serve to identify any pupils who may be presenting with difficulties in any of the four broad areas of need. (As highlighted above)

Teachers will then respond to any highlighted children by first adapting and exploring new strategies for removing barriers through quality first teaching. If children continue to be highlighted during pupil progress meetings, it may indicate possible SEND. Some of the indicators for children with SEND are:

- lower than average overall attainment and or slow progress
- social and emotional difficulties e.g. withdrawal, poor concentration, friendship issues, aggression
- difficulties accessing learning in specific or a range of lessons
- lack of interest in school life
- poor speech and language
- physical disabilities which present barriers to learning

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, these may be an indicator of a range of learning difficulties or disabilities.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Working closely and in partnership with parents/carers and the children themselves are essential in identifying possible causal factors and ensuring that there is a holistic approach to support. For children who are experiencing more complex, specific learning issues outside agencies may be contacted. In some cases, a multi-agency approach may be appropriate if others, outside factors are contributing to the child's learning or social/emotional difficulties. In all cases, early identification and intervention can significantly impact on positive outcomes.

In addition, we will ensure that appropriate provision for a child's short-term needs are made, in order to prevent problems escalating and impacting on their long-term wellbeing.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. It is important to look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

SEND provision -Cycle of Support

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle.this is known as the graduated approach.

(SEND Code of Practice 2015 6.44)

We believe that quality first teaching with effective and appropriate differentiation for all pupils is the first step to responding to all children including those who have or may have SEN. The school has a series of robust measures in place to regularly review the quality of teaching and access those who may be at risk of underperforming. In addition, the termly pupil progress meetings look at the need and level of provision needed. Where a pupil is identified as having SEND the SEND support takes form in a four-part cycle known as "the graduated approach"



Assess

In deciding whether to make special educational provision for a child the class teacher together with the SENCO/SENCO TA, and external agencies if appropriate will gather a range of information to inform their decisions. The parents and child will be a key part of the process and will work alongside the professionals, to ensure a child centred approach.

Plan

If the child is identified as needing additional provision, on top of quality first teaching, then in consultation with parents and the child, necessary adjustments, interventions and support will be implemented. This may take the form of a Individual Provision Plan with clear, measurable targets, expected outcomes and review dates.

Do

The class teacher remains responsible for any additional support and interventions. The SENCO team supports the teacher in the classroom to ensure effective and appropriate differentiation and to implement and assess any additional provision. Individual Provision Plans will be regularly reviewed to ensure that the provision is making an impact.

Review

The views of the parents and child will be gathered during discussion and the impact of the additional support evaluated. The outcomes of the particular provision will be analysed and new targets will be set if appropriate.

Educational, Health and Care Plan (EHCP)

Some children, who present with more complex needs, may meet the criteria for a request for an Education, Health and Care Plan assessment. The child's needs will be assessed by professionals within the Local Authority. If a child is awarded an Education, Health and Care Plan, it is the school's responsibility to work with outside agencies and Local Authority to provide the appropriate resources to meet the needs of the individual. The EHCP will be reviewed every 12 months.

Inclusion Register

A child will be placed on the Inclusion register using the following codes

K = SEND Support

(within school or from outside agencies)

E = Education, Health and Care Plan

Multi Agency Involvement

At St Michael's School we believe in working together, with other professionals in a multi-agency model. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. If a child or family has more complex needs in which support is required from more than one agency, then a FFA (Families First Assessment) will be considered with Parental consent. Subsequent meetings, TAFs, (Team Around the family) can be held where all professional working with that child can share information, collaborate together and plan appropriate targets.

Medical Conditions

We will always endeavor to make reasonable adjustments/arrangements to support any child with a medical condition or health issue. Individual care plans and/or Education, Health and Care Plans will specify the type and level of support required to meet the medical needs of the pupils. If the child also has SEND their provision will be planned and delivered in conjunction with the care plan.

Transitions

For all children times of transition can be challenging but for pupils with additional needs this can be even more so. At St Michael's School we have a transition programme in place between each Key Stage and for some individuals between each year groups. To support transition between primary and secondary education, information is shared fully. Individualised transition programmes are in place and our most vulnerable Year 6 children receive external support with transition.

If parents wish to make contact, they can arrange a meeting with the class teacher via the office, or Mrs Holden (SENCO Assistant) or Mrs Sudan (SENCO) through the office or email senco@woolmergreen.herts.sch.uk

The following documents should be read in conjunction with this policy

- St Michael's SEND Information Report
- St Michael's Pupil Behaviour Policy
- SEND Code of Practice January 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Working together to safeguard children in schools, March 2023
- Children and families act 2014
- SEN regulations
- Equality Act 2010