



St Michael and All Angels Church of England (Voluntary Aided) Primary School

Special Education Needs and Disabilities (SEND) Policy **2024 - 2025**

The School's Special Educational Needs / Disabilities Co-ordinator (SENDCo) is Mrs Rebbecca Lamb.

Mrs Lamb is a member of the Senior Leadership Team (SLT) however SEND is ultimately the responsibility of the Headteacher.

This policy explains how St Michael and All Angels C of E Primary School makes provision for pupils and SEND, in line with the school ethos and with current legislative requirements (Special Educational Needs and Disability Code of Practice – 2015).

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENDCo) or Headteacher.

The school's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The local Offer is available from the school office and the school's website:**

<https://www.st-michaelangels.lancs.sch.uk/page/send/138815>

and at

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

St Michael and All Angels C of E (VA) Primary is a one form entry, Church of England, mainstream school. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the 'Special Educational Needs and Disability Code of Practice – 2015'. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Our Mission Statement and Aims

Mission Statement

Working together to achieve our best, we listen, love and learn through Christ.

Aims of the school

To create a caring, secure and Christian environment at St. Michael and All Angels C.E. School.

To develop strong partnerships between pupils, parents, staff, governors, our church and local community.

To enable children to achieve their full potential.

To provide all children with access to a broad, balanced, relevant and challenging curriculum, regardless of ability or background.

To provide children with necessary knowledge and skills to become responsible, caring, independent adults who show care, tolerance and mutual respect for others.

To ensure equality of opportunity for all members of the school community.

Policy Aims

At St Michael and All Angels we value all children equally. We are committed to meeting the special educational needs/ disabilities of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced curriculum which includes the Early Years Foundation Stage, National Curriculum and Religious Education Curriculum. All children will have the opportunity to participate in the full life of the school. We promote hard work and feeling of self-worth with all our pupils.

Policy Objectives

In order to achieve our aims we will:

- *Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.*
- *Ensure good working relationships with parents, carers and the community.*
- *Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.*
- *Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible and their progress is closely monitored.*
- *Provide a SENDCo who will work with the SEND Policy*
- *Ensure all teaching non-teaching staff are involved in planning and meeting the needs of SEND pupils.*
- *Ensure that the school liaises with local authority support services, special schools and other outside agencies effectively to meet the needs of staff and pupils.*
- *Produce an annual SEND information report.*

Identifying Special Educational Needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning;

It is important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked at least on a termly basis. The SENDCo liaises closely with class teachers and the Headteacher to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Headteacher. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate quality first teaching, intervention and differentiated learning experiences, considering the child's age and stage of development, triggers for identification of a Special Educational Need could be:

- *Little or no progress made even when a multi-sensory approach to teaching and learning is used to improve the child's identified area of need.*
- *Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English or mathematics skills resulting in poor attainment in some framework or curriculum areas.*
- *Communication or interaction difficulties, which create barriers to learning and specific interventions, are needed.*
- *Social, emotional or mental health problems, which are not improved by the techniques normally employed within the nurturing environment of the school.*
- *Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment*

If, following at least one cycle of additional support, the child continues to experience difficulties the school may, with parental permission, seek the advice of external agencies such as Specialist Teachers, Educational Psychologists, LCC Inclusion Support Service or similar. Additionally, some children may receive support from our National Health Service colleagues, for example Speech and Language Therapy, Occupational Therapy, Community Paediatrics, School Nurse etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

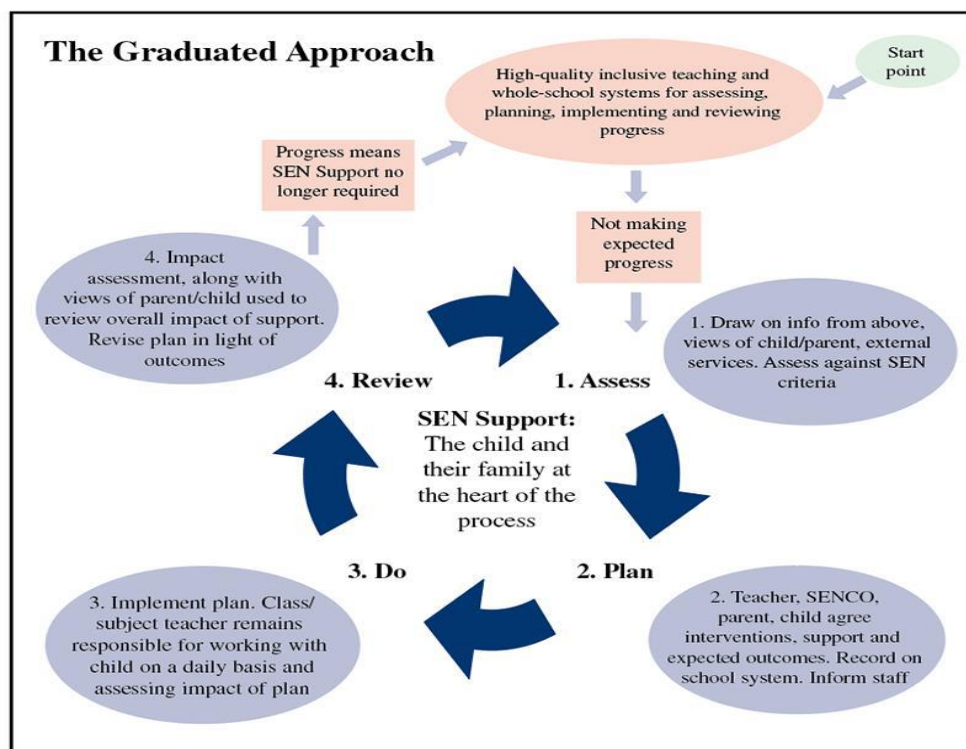
- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty, or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

A graduated approach to SEND support: Assess – Plan – Do - Review

The key principles:

- *All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).*
- *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning.*
- *Additional intervention and support cannot compensate for a lack of good quality teaching.*
- *Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.*
- *Pupils who join school (either from an early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.*
- *When planning work for children with special educational needs, teachers give due regard to information and targets contained in the child's IPM's (individual provision maps). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.*



ASSESS	What	Who	How
	Initial Concern	Child/Parents/ Class Teacher	Professional Dialogue between staff Discussions with Parents Learning Walks Pupil Progress Meetings Observations Book Looks
	Further information gathered	Parents/pupil/ Colleagues/ SENDCo	Professional Dialogue Discussions with Parents
	Observation and /or additional assessments	SENDCo	Examples may include: Observations in the classroom and during unstructured times, cognitive assessments (undertaken by specialist teachers or Educational Phycologists.)
PLAN	What	Who	How
	Intention to make additional provision discussed with parents/carers	Class Teacher	Meeting or Telephone Call
	Action Plan written or pupil added to the SEND register (depending on number of cycles)	SENDCo Class Teacher	Parents are involved throughout the Action Plan process and are expected to support the school in working towards the agreed targets.
	IPM's (individual provision maps) written if a child is placed onto the SEND Register which: <ul style="list-style-type: none"> • outlines strengths and difficulties within the four broad areas of need, • states the provision required to meet individual needs • gives 2 or 3 SMART targets for pupils to work towards, although these are not limiting 	Class teacher with support from SENDCo Specialist Teacher Observation and Input into the IPM process.	Parents are involved throughout the IPM process. Parents are required to work in partnership with school to help pupils to meet their targets. A progress and IPM review meeting will be held at least termly.
	Revision of IPM targets	Class Teacher SENDCo	As and when necessary (when targets met or adjusted). Parents informed.
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Do	What	Who	How
	Classroom adaptation and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Seating position, class grouping, assistance with organisation, sensory aids, focus group with teacher or teaching assistant, support during unstructured times.
	Targeted and time- limited small group interventions	Teaching Assistants under the direction of the class teacher	Usually in withdrawal for limited periods. Extra provision recorded, this is known as 'Provision Mapping'.
	1:1 or small group teaching towards IPM targets	Teaching Assistants under the direction of the class teacher	Little and often as specified on the IPM's.
	Teachers and/or Teaching Assistants access Continuing Professional Development (CPD) courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teacher (Need identified by SENDCo and/ or Headteacher)	When appropriate.

REVIEW	What	Who	How
	Formative assessment in the classroom towards learning objectives	Class Teacher TA	Daily monitoring as part of Quality First Teaching
	Progress towards IPM targets	TA supervised by Class Teacher. Pupils involved in this process	Weekly (Through the Weekly Monitoring Sheet) Regular update in home/school book as appropriate
	Full review of IPM at least 3 times per year (December, April and July)	Class Teacher (informed by weekly monitoring). Collaboration between home and school.	Evaluation and review meeting of IPM's with class teacher, parent and pupil, overseen by the SENDCo
	SEND Pupil Profile updated as appropriate	Class Teacher Parents SENDCo Pupil	Significant changes at any time will inform an update.

OUTCOMES OF REVIEW	What	Who	How
	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/or intervention. Removal from SEND register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEND register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New IPM written Continue with cycle to next review	Evaluation and new IPM shared with parents.
	Progress remains slow/inadequate despite the use of evidence based approached and well-matched interventions	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals	Where a pupil has a pre- existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents/Carers should consider applying for an EHCP.	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Provision and Provision Mapping

- The provision which the school makes is fully detailed in the school's Local Offer which is available from the school office or on the website.
<https://www.st-michaelangels.lancs.sch.uk/page/send/138815>
- Provision for any pupil with an existing Education, Health and Care Plan is set according to that which is outlined in the plan. Information on Education, Health and Care Plans can be found at www.lancashire.gov.uk/SEND
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Class Teachers and SENDCo, overseen by the Senior Leadership Team. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team/SENDCo to ensure that the effectiveness and efficiency of provision is maximised.
- Pupils will have access to this provision on an evidenced needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) process (formally known as the CAF process) which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire Children's Trust website:
<https://lancsyoungeoplefamilyservice.co.uk/send/>
- As a result of the EHA process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC plan). Further information on this process may be found at:
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

Supporting Pupils and families

- The local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND This links back to the school's Local Offer and SEND Information Report which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents and carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in the policy), are additional to the standard methods of reporting and consulting available to all parents.

- Pupils with special educational needs will be admitted into school in line with the school's admissions policy. The school is aware of the statutory requirements regarding SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we give our best endeavours to collect all relevant information and plan resources accordingly to ensure that individuals have equal access to a broad and balanced curriculum.

Supporting Pupils at school with Medical Conditions

- The school recognises that pupils 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.
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be included in the front of the class register and first aid area. Further details will be held in a secure location in the school office and Headteacher's office.
- Some pupils may also have special educational needs (SEND) and may have an 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 (2015) is followed. Provision will be made from these pupils in accordance with their EHCP.
- The School's policy for supporting pupils with medical conditions can be obtained from the school office.

Children looked after (CLA) by the Local Authority

- The Headteacher acts as the Designated Teacher for Looked After Children. In liaison with class teacher (and SENDCo if required), the Head will oversee Personal Education Plans (PEP) and associated reviews to ensure that the child is fully supported to achieve their best.

Monitoring and evaluation of SEND

- The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND.
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above).
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice, 2015
- The SENDCo and Headteacher collect and analyse tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- The SENDCo meets with the Headteacher and SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.
- As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Training and Resources

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget;
- The Headteacher has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and the rest of the staff;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classrooms. The SENDCo regularly attends local SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- Whole school training on SEND is arranged as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services.

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.
- All permanent/long term teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The School's SENDCo attends the Local Authority's SENDCo Cluster meetings in order to keep up to date with local and national updates in SEND. Where possible we network with other local schools to share training opportunities and resources. The SENDCo is also a CPD trainer across other schools.

Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The headteacher will keep the Governing Body informed of the special educational needs provision made by the school.
- The SENDCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing IPM's (individual provision maps) and assessing pupil progress; purchasing and organising resources; Liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; Liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND.
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching or small group, as detailed in a child's IPM's (individual provision maps) and focused in-class support, whilst encouraging independence.

Storing and Managing Information

- Documents relating to children with SEND are stored in a locked cupboard in school. Some documents such as IPMs and monitoring forms are kept in the classroom SEND file and stored in the teacher's cupboard. Some documents such as IPMs are held on the school's onedrive in an area which is only accessed by teachers. All SEND documents are uploaded on to Cpoms and form a electronic chronology of each child. Records relating to children who have left are passed to the new school as soon as it is practical, with a signed and dated record of transfer kept in school. Electronic documents on Cpoms are transferred over to the child's new school.

Reviewing the Policy

- This policy will be reviewed on an annual basis. The process of review will involve the Headteacher, SENDCo, the SEND Governor and the Chair of Governors. Review of the policy will consider:
 - *The progress made by pupils with SEND in school*
 - *The success of the school at including pupils with SEND*
 - *Any recommendations from Ofsted or the LA about improving practice*
 - *Any factual changes, such as names of personnel*

Accessibility

- The school's accessibility plan is available from the school office.
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Local Offer and SEND Information Report
- School operates an open door policy so parents can contact class teachers and/or teaching assistants. Appointments with the Headteacher and/or SENDCo or class teacher can be made via the school office.

Dealing with Complaints

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Bullying

- At St Michael and All Angels we acknowledge that research informs us that children with Special Educational Needs / Disabilities are more likely to experience bullying than their peers. With this in mind, school operates a zero-tolerance approach to bullying and staff are aware of the need for vigilance in relation to this.
- The school's Anti-Bullying Policy is available from the school office and can be accessed here:
<https://www.st-michaelangels.lancs.sch.uk/page/policies/138738>
- Further details about how the school keeps children with SEND safe can be found in the Local Offer and SEND Information Report.

Signed: Mrs R. Lamb (SENDCo)

Signed: Mrs S Richardson (Headteacher)

Date: 7th November 2024

Next Review Due: November 2025

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Ms Richardson	Headteacher/ DSL
Mrs Coffey	Deputy Headteacher/ DSL
Mrs Lamb	SENDCo/ DSL
	Pastoral Lead
Mrs Tinniswood	SEND Governor
	Chair of Governors