

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

2021-2022



**St Michael's
School**

Created	July 2015
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St Michael's C of E (A) Infant School

L & T

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE

SEND Code of Practice January 2015

Schools SEND Information Report Regulations 2014

Statutory guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England: Framework for Key Stage 1 and 2 July 2014

Safeguarding Policy

Accessibility plan

Responding to Parents Concerns Policy

Teachers' standards 2012

SECTION 1 – BASIC INFORMATION

AIMS

Our overarching aim is to create an environment that meets the special educational needs of each child so that children achieve their best and become confident individuals. In order to achieve this we will pay attention to these specific areas:

- Identifying at an early age, individuals who need extra help and attention.
- Enabling each pupil to reach their potential by meeting their individual needs.
- Developing a feeling of self-esteem within the individual child.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual.
- Monitoring closely those with SEND by review and assessment to enable us to recognise, celebrate and record achievements.
- Providing access to and progression within the curriculum.
- Working with parents and other agencies to provide on going assessment and provision for all children with SEND.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and to make clear what is expected of all parties in the process.
- Using a variety of teaching strategies which include different learning styles to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs by providing appropriate training to facilitate this.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Including the voice of the child in monitoring and reviewing support plans.
- To enable all children to have full access to all elements of the school curriculum unless otherwise stated within their statement of need or care plan.

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OBJECTIVES

1. To work within the guidance provided in the SEND Code of Practice 2014.
2. Operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
3. Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND policy.
4. For all staff to know that they are teachers of SEND and provide relevant support and advice for all staff to facilitate best practice.

INCLUSION

At St Michael's we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect that children:

- Have different 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.

KEY ROLES AND RESPONSIBILITIES

Senco Name: Miss Anna Fox (Mrs. Nicola Cleather and Mrs. Paula Bliss covering during maternity leave absence)

Contact details: senco@stmichaels-dorking.surrey.sch.uk

National Award for SEN: Qualification gained for Anna Fox and Paula Bliss at University of Chichester

SEN Governor: Debbie Turner

SECTION 2 – EARLY IDENTIFICATION

SEND PROCEDURE AND PRACTICE

Early identification of SEND is vital and parental involvement and partnership with the school is essential. Screening for special needs, which have not been identified prior to admission to the school will depend on the following: observation by the class teacher and other members of staff including the SENCO, internal assessment procedures and parental input. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing targets and supporting these at home where appropriate.

TYPES OF SEND

SEND is divided into 4 types:

- Communication and Interaction
- Cognition and learning.
- Social, emotional and mental health
- Sensory and or physical needs

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At St. Michael's we recognise that although there are four identified areas in the Code of Practice, there are many children who will not automatically fit into just one area. Needs can be classified as mild, moderate or severe, see Appendix 1 for more detail.

IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This would be categorised as an initial concern, see Appendix 2.

A register is kept of pupils with SEND and reviews of pupils on the register take place at a minimum of three times a year in accordance with the Code of Practice 2015. However, at St Michael's these reviews may occur more frequently in response to changing pupil needs and at parental request if necessary. Pupils with Education, Health & Care plans (formerly Statements), have an additional annual review meeting. Support plans are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEND Support

At St Michael's, we adopt a "quality first teaching" approach. 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 a variety of resources and experiences.
- Planning for children's full participation in learning and in physical and practical activities as far as possible using the resources available.
- Helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers should use the St Michael's Quality First Teaching Handbook for SEND to ensure use of the correct strategies.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and quality first teaching.

Class teachers, supported by the Head Teacher, will make regular assessments of progress for all pupils. These seek to identify pupils 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 or fails to match their

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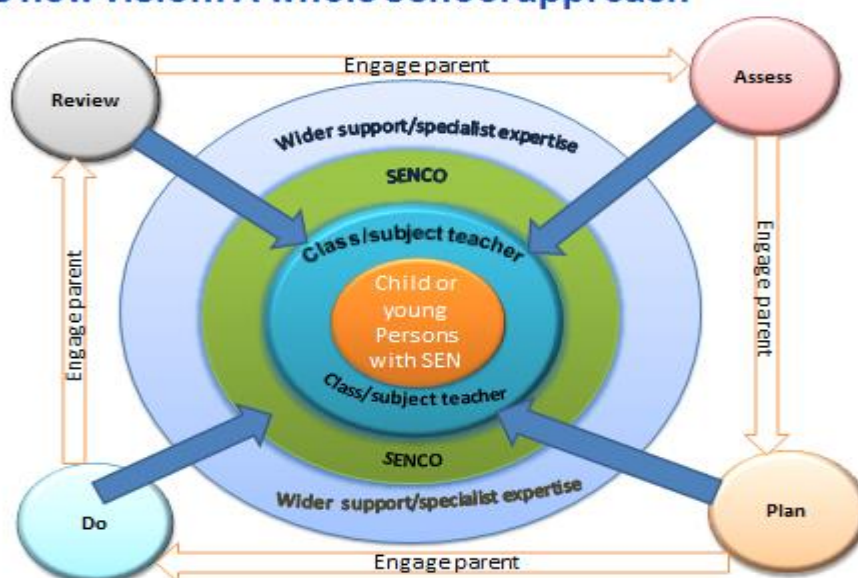
previous rate of progress

For those children making less than expected progress, the first response will be quality first teaching targeted at their areas of weakness. If there is no improvement, the teacher in conjunction with the SENCO will gather further evidence including the views of the pupil and parents/carers.

Where a pupil is identified as having SEND, action will be taken to remove barriers to learning and put effective educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This process is known as the Assess, Plan, Do, Review cycle, see Appendix 3 for more information.

The new vision: A whole school approach



SECTION 3 – MOVING FORWARD

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a support plan which details a child's needs, desired outcomes and how to achieve them. Class teachers, parents, pupils and other professionals will all contribute to the support plan. The support plan is designed to be a working document which is updated to reflect the current needs of the child. This support plan will be available to all staff via the school server (E drive). A copy of the support plan will be given to the parents/carers by the class teacher.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and responsible for updating support plans. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

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Specialist Support

The school may consider involving specialists to advise them on identification of SEND and effective support and interventions. St Michael's has access to Specialist Teachers in Inclusive Practice for behavior and language and literacy needs. We also have close links with an Educational Psychologist, Linden Bridge Outreach support for children with ASD and access to speech and language and occupational therapies. If a pupil joins us with provision already in place we will accommodate this within the school day where appropriate.

The pupil's parents will always be included in any decision to involve specialist support. The specialist advice and guidance will be shared with parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to meet the SEND of the pupil and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment, see Appendix 2 for further detail.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. In this instance the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school and passed on to the next setting. The pupil will continue to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance once more, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school 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. Some may also have special educational needs 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.

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SECTION 4: ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. There is a designated governor who takes a specific overview of the school's SEND provision; the governors receive regular monitoring reports on provision and its impact.

The **Head Teacher** is responsible for the management and provision for pupils with special educational needs

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- liaising with and supporting class teachers
- liaising closely with parents of pupils with SEND
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- arranging any resources that might be required for pupils with SEND
- providing information to the Head and governing body
- liaising with the Dorking Schools Partnership regarding access to resources and support

Class teachers are responsible for:

- assessing pupil's needs and planning appropriate adjustments, interventions and support (in liaison with the SENCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support
- directly liaising with parents of children with SEND
- working closely with Learning Support Assistants to provide appropriate and effective in class support

Learning Support Assistants (LSA's) should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress

LSA's work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Support plans and monitoring progress.

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STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves St Michael's.

ACCESSIBILITY

The Equality Act 2010: Advice for Schools places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

CONCERNS AND COMPLAINTS

In line with whole school policy, we aim for a close working partnership with parents/carers and, if parents/carers are anxious about any aspect of their child's education, they can approach the school.

- Informal complaints can be discussed with the class teacher by appointment.
- Formal complaints can be discussed with the SENCo and/or Head in the hope that a satisfactory resolution can be found.
- The Governor with responsibility for Special Educational Needs and Disabilities may be consulted.
- A panel of the Governing body may be convened to hear the complaint (please refer to the school's Responding to Parents' Concerns complaints procedure)

If parents/carers are dissatisfied after these stages they can make a written complaint to the Chair of Governors and a panel of the Governing Body can be convened to address the concerns formally.

Surrey Parent Partnership is now Surrey SEND Information, Advice and Support Service (SSIASS) and they can offer support for parents regarding complaints. They can be contacted on 01737 737300.

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APPENDIX 1

TYPES OF SEND

Identification of Needs Children will be identified as having needs relating to the following 4 areas of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory

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impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

At St. Michael's we recognise that although there are four identified areas in the Code of Practice, there are many children who will not automatically fit into just one area for example children with autism can also suffer from sensory issues. Needs can be classified as mild, moderate or severe.

Behavioural difficulties do not necessarily mean that a pupil has a SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil as being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Children or young people whose first language is not English are not SEND.

DISABILITY

Many children and young people who have SEND may have a disability under the Equality Act 2010 that is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

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APPENDIX 2

DESCRIPTION OF LEVELS OF SEND

Initial Concern

If a child is placed at **Initial Concern** it indicates that a teacher has expressed some concerns regarding that child's progress, either academic, physical, sensorial, social, behavioural or emotional. The class teacher will share these concerns with parents/carers and the child's progress will be monitored. Learning Support Assistants play an important role in recognising whether children are experiencing difficulties.

If a pupil requires help over and above the differentiated work and wave one provision which is normally available within the classroom, they will be placed on School Support with a category of need identified.

Parents/carers will be informed of the decision to place the child on the register at School Support.

School Support

School Support means that a class teacher/SENCo has identified that a pupil has special educational needs. They will then provide interventions that are **additional to**, or **different from** those provided as part of the school's usual differentiated curriculum and offer strategies to support the child's individual needs. A One Page Profile and Support plan will be written in consultation with the class teacher, SENCo, child and parents/carers, see attached sample. If the child is not making the anticipated progress, despite support, the school will consult appropriate agencies for advice and support and include their advice in the Support plans. Following further period(s) of quality first teaching and purposeful intervention including school implementing advice received if a child is still not making adequate progress and their needs can not being met at School Support the school can make a request to the Local Authority for a Statutory Assessment by applying for a care plan.

Education, Health and Care Plan

Education, Health and Care Plans are for pupils who despite quality first teaching and purposeful intervention, through the school based local offer, are making inadequate progress towards their identified outcomes. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based local offer - i.e. the cost of the necessary arrangements would exceed £10,000 (Ref: Banding Arrangements for School Age Pupils (5 to16) with Additional and Special Educational Needs (ASEN) in Mainstream and Special provision. Surrey County Council, April 2014.)

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APPENDIX 3

A GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW CYCLE

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified by the class teacher. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

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Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal