



St Michael's CE Academy

SEND Policy

This procedure was approved by the Headteacher and Chair of Governors and supersedes any previous Special Educational Needs Policy. It will be reviewed as appropriate, and amended where any clarification or actions are needed, and at a minimum every 3 years. Any amendments will require the approval of the Headteacher and Chair of Governors.

Approval Body	Headteacher and Chair of Governors
Author	Daniel Thomas
Contributors	Miss Rachel Smith
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1. Introduction

At St Michael's CE Academy, we have an inclusive ethos, high aspirations for every child and we aim for them to reach their full potential. Every teacher believes that they are teachers of children with Special Educational Needs or with a disability (SEND). We believe early identification and intervention is the key to ensuring that our children gain the best possible start to their school journey and beyond.

This policy complies with the statutory requirements in the *SEND Code of Practice 0 - 25*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

and should be read in conjunction with the following guidance, information and policies:

- The Accessibility Plan
- The school SEND report and Core Offer Summary on website
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Daniel Thomas (SENCO) and Rachel Smith (Deputy Headteacher).

2. Contacts

Special Needs Coordinator's (SENCO's)

- Daniel Thomas, full time member of staff 01924 207340
- Pastoral Mentors: Angela Batley and Kelly Jones

3. Long Term Aim of this Policy

Objectives

- To work within the guidance set out in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

4. Identification of SEND

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching.

It is expected that every teacher in school:

- Provides Quality First Teaching for all the children in their class to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.
- Is accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers.
- Works with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND.

It is expected that every Educational Support Assistants in school:

support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies.

- develop the independence of the pupils with whom they work.
- provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with.

Principles:

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs identified and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

5. A Graduated, Whole School Approach to SEND Support

Class and subject teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their classes and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The school uses a range of strategies (peer observations; observations by SLT (Senior Leadership Team); work scrutiny involving all members of staff and learning walks to regularly evaluate the quality of learning in lessons, and provides ongoing and high quality CPD to improve teacher's skills and effectiveness. Pupil progress meetings take place on a half termly basis with SLT, the SENCO and class teacher. Concerns and needs will be brought to the attention of the SENCO so appropriate actions can be taken.

We may decide, in collaboration with the parent/carer, to place a pupil on the SEND register and/or Inclusion register at SEND Support.

The identification of SEND is built into our overall approach to monitoring the progress and attainment of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- Is significantly slower than that of their peers.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to inadequate progress is high quality teaching targeted at the children's gaps in learning. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

The procedures for identification:

- Teachers highlight concerns with the SENCO which includes evidence of strategies already tried.

- Then there is an agreed time period following the initial raising of concerns, during which the class teacher is expected to try further strategies.
- Finally, the SENCO will carry out observations or additional assessments during that period. This may include seeking advice from supporting agencies.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Child in Care, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND). The Code no longer allows for the identification of behavior to describe SEND. Any concerns we may have about a child with behavioral needs would form an underlying part of a wider need (see below 'four broad areas of need').

The Code specifies four broad areas of need:

- Communication and interaction (including Autistic Spectrum Disorder)
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change overtime. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Every child on SEND Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEND; Guidance – School Based Support), if a child's person's needs are more complex, we will use a One Page Profile (OPP) to record outcomes, provision, resource and strategies in place. We make and review individual targets for the child and monitor the effectiveness of the interventions they are accessing.

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure, when necessary, that the child receives high quality additional support and interventions carefully matched to their needs.

St Michael's CE Academy have a SEN resource provision room and a sensory room which provide learning opportunities and resources for specific needs.

We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

SEND Support will have My Support Plan's to record short term targets.

- The targets will be reviewed each year.
- Pupil, parents, class teacher, specialist Outreach services and SENCO will be involved in the Support Plan meeting to review progress and make decisions about provision.

Children who make accelerated progress may no longer require SEND support and be removed from the SEND register. Their progress will continue to be monitored.

Interventions

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. This includes ensuring that appropriate access arrangements are made to enable children to undertake statutory assessments at KS1 and KS2. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and professionals from other external agencies for advice as needed.

Additional support for learning available to pupils with SEND

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. This is not a comprehensive list as interventions change in line with the needs of the children.

Interventions available include:

- Speech and Language
- Social and communication group
- Reading intervention
- Vocabulary intervention
- Precision teaching
- IT skills intervention
- Withdrawal for 1:1 Support
- Pastoral Care
- Occupational Therapy Personalised Programmes
- Physiotherapy Personalised Programme

Some interventions are delivered by trained Educational Support Assistants (ESAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers (T). The speech and language therapist works closely with the SENCOs in school to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by an ESA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. Teacher's and ESAs understand the need to develop independence. Task boards are used in most classes to encourage independent learning.

When we are unable to fully meet the needs of the child through our arrangements i.e. when issues are more home based, the Academy will refer to the local authority's SEN body – SENART – for further guidance and support.

Some children on the SEND Register may have more significant needs, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

6. Criteria for Exiting the SEND Register

Children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer and class teacher at the end of each monitoring cycle.

Some children will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

7. Supporting Pupils and Families

We work in partnership with our parents and to ensure that they are fully informed about all matters relating to their child's SEND. Notes and parents views highlighted in SEND meetings are added to the child's individual profile. We guide parents towards the LA Local Offer for information about wider services [Homepage \(mylocaloffer.org\)](http://mylocaloffer.org) .

Our admissions arrangements are managed by Wakefield LEA. Pupils with SEND are allocated places in two separate and distinct ways:

- Those children with statements or EHCPs have a separate admission procedure overseen by SENART Wakefield.
- Those children who have SEND but do not have a statement of EHCP are admitted via the normal school admissions criteria.

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

A child's class teacher works closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher. This includes beginning of year welcome meetings, two parent's evenings, mid-term and end of year reports. However we remain to have an open door policy and parents are encouraged to meet class teacher, SENCOs and SLT regarding any concerns.

8. Our links with other agencies and voluntary organisations

External support services play an important part in helping us to identify, assess and make provision for pupils with special education needs. The SENCOs work closely with the Educational Psychologist assigned to the school and meets with them termly.

Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- Special Educational Needs Support Service (WISENDSS) including: Social & Emotional Mental Health Difficulties – SEMH Team, Social Communication & Interaction –CIAT (Communication, Interaction and Access Team) and Sensory Impairment – CSIT (Children's Sensory Impairment Team)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Care services
- Targeted Youth Support
- Family Support Workers
- School Nurse
- Health Visitors
- Specialist Nurses
- Team Around the Schools

9. Transition Arrangements

- Our transition arrangements. We have links with other mainstream schools and begin advanced planning for pupils in Year 5 as this is essential to allow a smooth transition to secondary school.
- The SENCO and Pastoral mentors will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. When children move from class to class, teachers (current and for the next academic year), meet to discuss the needs of the pupils.

10. Supporting Pupils at School with Medical Conditions

For our school policy on managing medical conditions of pupils please look on the school website.

At St Michael’s CE Academy we recognise that children 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 SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

Please refer to the Administration of Medicines Policy. The aims of the policy are to:

- To define the procedure for administering prescribed medicines to children.
- To define the framework for the use of medical care plans for children with a chronic condition such as diabetes.
- To define the procedures for the emergency administration of medicine to children suffering an allergic reaction.

11. Monitoring and Evaluation of SEND

The SLT have a monitoring cycle that includes SEND. The SENCO is part of the SLT and meets termly to monitor and evaluate systems and individual children. Governors also monitor SEND and complete monitoring reports.

12. Pupil participation

Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in the decision-making processes. We are committed to developing more child-centred ways of working to make it easier for our SEND children to express their views.

13. Resources

Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools’ block formula allocation. It is the responsibility of each school business manager to ensure that they have a ‘notional budget’ which caters sufficiently for the special educational needs of the children within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil finding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6000.00 for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top up finding from the LA to meet the needs of individual children and young people with EHC plans

The amount of money in the schools’ block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil’s SEND support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up funding** from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development

Termly meetings are in place for all teachers with the SENCO to explain the systems and structures that are in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. The school reviews annually the training needs for all staff within the Performance Management process. In addition staff meet weekly to undertake CPD training of areas of relevant areas. Certain staff are directed to specific training e.g. feeding, intervention training, diabetes. The school is allocated funding from the Individual School Budget each year that it may use to meet identified needs. The school's SENDCO has completed the National Award for SEN Co-ordination (PGCE Leeds Beckett University).

The Special Educational Needs Coordinator

The SENCOs key responsibilities include:

- Working in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating and develop high quality provision to meet the needs of pupils with SEND
- Working in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- Working with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- Working with the school business manager on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- Liaising with other schools to ensure that pupils make smooth transitions between school placements
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- Promoting the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- Ensuring that the records of pupils with SEND are maintained and kept up to date
- Supporting and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- Coordinating the effective deployment educational support assistants, providing support and training as needed
- Contributing to the in-service professional development of staff in relation to SEND

14. Roles and Responsibilities

- The SEND Governor is **Liz Bradley**.
- The school employs **36 full time equivalent (FTE)** members of support staff. They carry out a range of roles across the school; supporting the children in class, running intervention groups, leading guided reading sessions, supporting the teacher with classroom management, and are line managed by Matt Fitzpatrick (Interim Headteacher). They work closely with the class teachers who oversee their work and plan with them.

- The Designated Safeguarding Leaders are Rachel Smith(Deputy Headteacher), Danielle Grainger (Assistant Headteacher), Angela Batley (Pastoral Lead) and Rhona Denton (Business Manager).
- The staff member responsible for Children in Care is Rachel Smith
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Daniel Thomas (SENDCO) and Kelly Jones (Pastoral Mentor)

15. The Role of the Governing Body

- To ensure that the necessary provision is made for any pupil who has special educational needs.
- To ratify the SEND policy annually and oversee annually on the allocation of available resources and the success of the policy in meeting.
- To appoint a member of the governing body to have special responsibility for SEND within the school who will meet with the SENCOs and conduct visits to the school when appropriate.

16. Storing and Managing Information

All documents relating to children and young people on the SEND Register are stored in locked cabinets within school. This is in compliance with the school's confidentiality policy.

17. Reviewing the Policy

We will review this Policy within our school policy review cycle. It will therefore be reviewed in September 2024. However, we may feel it is appropriate to review this policy earlier in the light of the legislation changes.

18. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. Please refer to the Accessibility Plan for further information.

19. Dealing with Complaints

The schools' complaint procedures are available on the school website. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

20. Bullying

At St Michael's CE Academy we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

21. Appendices

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years

Equality Act 2010

Education Act 2011

Related school policies

Accessibility Plan

Health and Safety Policy

Medical Conditions Policy

Safeguarding Policy

Intimate Care Policy

St Michael's CE Academy Local Offer

Further information on St Michael's CE Academy arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the school website

Our School Local Offer forms part of the local authority's Local Offer which provides information for parents/carers on SEND services available within the Wakefield authority.