



St Michael Catholic Primary School & Nursery

Special Educational Needs (SEND) Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

Reviewed: July 2026

Date for review: July 2027

Our school aims to provide a secure and caring environment concerned with the emotional, spiritual and social development of the child. The Catholic school has the opportunity to place children's learning about safety and self-esteem in the context of their positive life experiences. Within the mission statement, St Michael's School affirms the need to build up those within the school community who need a safe and caring environment. It teaches the principles of justice and peace, respect, personal dignity, self-control and correct behaviour.

1 Introduction

This policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014.

St Michael's school provides a broad and balanced curriculum for all pupils. The Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Some pupils have barriers to learning for example speech and language, social and emotional and/or physical difficulties. The school recognises that for some children their individual needs become Special Educational Needs.

In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child the school works closely with parents and carers and follows the guidelines set out in the SEND Code of Practice 2014. Teachers take account of those children with Special Educational Needs and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate equally and effectively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We want pupils to leave our school as confident individuals equipped to cope, to the best of their ability, with the challenges of the next step in their learning.

2 Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupil to have full access to all elements of the school curriculum;
- to maximise the potential of ICT for pupils with SEND

- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate.
- to establish effective communication with outside agencies
- to support teachers' CDP (continuing professional development) in SEND/inclusion

3 Educational Inclusion (please also see Admissions Policy)

In our school, we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations for all our pupils. We aim to achieve this by identifying the barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural 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

Teachers respond to pupils' needs by:

- providing support for pupils who need specific help in identified areas of learning
- planning to develop pupil's understanding through the use of all available senses and experiences including ICT
- planning for pupil's full participation in learning, and in physical and practical activities and field trips;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Defining SEND

The SEND Code of Practice 2014 definition of special educational needs is:-

'A pupil has SEND 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.'

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. Communication and Interaction (This could include pupils on the autistic spectrum)
2. Cognition and Learning (This could include pupils with specific learning difficulties)
3. Social, emotional and mental health difficulties (This could include pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder)

4. Sensory and/or physical needs (This could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI))

However, it is important to consider that a child can have needs which do not fit into just one area. At St. Michaels, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age;
- they are under school age and fall within the definitions above.

5 Identification and Assessment of SEND - (*A Graduated Response to SEND support*)

At St Michaels School class teachers are responsible and accountable for the progress of their pupils. We provide three levels of support:

Wave 1

We believe that high-quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils.

Wave 2

However, there are times when despite high-quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but may or may not necessarily be pupils with special educational needs. At this point, the class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short term interventions will begin. At this stage, the pupil may be recorded on the SEND register under the category of SEN Support. (This replaces the categories of School Action and School Action Plus.) Wave 2 interventions are recorded on the class provision map and collated onto the school's Provision Map.

Wave 3

If a pupil is still not making expected progress in any area despite high-quality class teaching and Wave 2 support, something different needs to be done. The class teacher and SENDCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four-stage process of: assess, plan, do, review described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. At this stage, the pupil will already be recorded on the SEND register under the category of SEN Support. (This replaces the categories of School Action and School Action Plus). Parents/carers will already be aware of the difficulties their child is experiencing through earlier

involvement. All Wave 3 interventions are recorded on the class provision map and collated onto the school's Provision Map.

The Assess, Plan, Do, Review Cycle

Assess: The class teacher and SENDCO will use the assessment data held by the school plus the teacher's own assessment information on the pupil to identify the pupil's needs. Parents/carers will be asked to contribute to this information gathering and assessment process.

Plan: Class teachers with/without the SENDCO will plan specific strategies (which may be supported by staff from outside agencies) to tackle the learning difficulty experienced by the child. We will involve parents/carers and, where appropriate, the pupil in this process. The combination of the One Page Profile and SEND Support Plan will set out the individual's targets and what intervention is to be used to enable the pupil to overcome their difficulty. Parents/carers will be given a copy of the Support Plan.

Do: The pupil will work on the intervention at least weekly. The intervention may be delivered by a teaching assistant and the class teacher is responsible for the progress the pupil makes. The adult running the intervention will keep records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

Review: At the end of the intervention period the pupil's progress will be assessed. Based on this, the class teacher and SENDCO, in consultation with parents/carers, will plan the next step. Outside agency advice will be sought if the pupil continues to show a lack of progress.

Education, Health and Care Plans

If, despite our best endeavours, a pupil does not make expected progress or the gap between the pupil's level of attainment and their expected level widens we will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (Post September 2014) will have an Annual Review of their statement/plan.

6 Provision for SEND pupils

All teachers are teachers of children with special educational needs

Class teacher's responsibilities:

- familiarise themselves with pupil's records and information regarding their special educational needs
- differentiate the curriculum to meet the needs of SEND pupils
- support individuals in reaching their SEN Support Plan targets
- with support from SENDCO write Support Plans for SEND pupils in their class

- be alert to the possible need for monitoring pupils who are causing concern
- consult with and keep the SENDCO informed of any changes to need or circumstance
- implement the teaching needs of pupils with statements/EHCPs, which may include the management of a special support assistant/teacher
- assess in order to plan and devise specific strategies for managing pupils with SEND
- record and review interventions termly using the class provision maps
- liaise formally with parents/carers to discuss progress, SEND Support Plan targets, reports from outside agencies and concerns
- complete child-friendly SEN Support Plan each term, with the SENDCo

Support staff responsibilities:

- Support pupils' individual needs and help with the inclusion of pupils with SEND within the class when requested
- Play an important role in implementing provision maps and monitoring progress
- Contribute to review meetings
- Give feedback to teachers about pupils' responses to tasks and strategies
- liaise with SENDCO on a day to day basis or as required

SENDCO's responsibilities:

- maintains the SEND register and reviews provision mapping termly
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to pupil's special educational needs;
- supports and advises colleagues;
- liaises, monitors and co-ordinates the completion and the implementation of SEN Support Plans
- oversees the records of all pupils with special educational needs;
- liaises with parents as appropriate
- liaises with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for pupils with special educational needs;
- contributes to the continuing professional development of all staff.
- participates in reviews of pupils on SEND support/EHCPs
- reviews the SEND policy in consultation with the headteacher, staff and governors
- in addition, the SENDCO attends termly Multi-Professional Team meetings to discuss school SEND issues and specific pupil's needs

Partnership with parents

As a Catholic school, we believe that parents are the primary educators of their children and it is our role to support them. We believe in partnering parents in dialogue to support a child's learning, needs and aspirations.

We regularly share progress feedback with all our learners and their families through SEN Support Plan evenings and written reports. Parents/carers are invited to regular meetings with the SENDCo and class teacher to discuss the support that the school are providing and how they can help their child at home. Our 'open door' policy allows parents/carers to meet with the SENDCo to discuss pupils' progress, what can be done by families at home to support the learning at school.

We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

We believe in supporting the development of parenting skills and as such deliver workshops on-site/work in collaboration with other agencies.

Pupil participation

We encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. We recognise the importance of all pupils developing both social as well as educational skills.

Pupils are involved at an appropriate level in discussing what is important to them and how they feel they are best supported through completing a one page profile yearly. Pupils are involved in setting targets in their Support Plans and the termly target review meetings. Pupils are encouraged to make judgements about their own performance against their Support Plan targets. We recognise success here as we do in any other aspect of school life.

The role of the governing body

The governing body has due regard to the Code of Practice and the Disability and Discrimination Act 2005 (including the new additions 2007) when carrying out its duties toward all pupils.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs, including those covered by the Disability Equality Scheme. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs and disabilities.

The Governing Body ensures that parents, after consultation, are notified of a decision by the school that SEND provision is being made for their child. The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

External support services

The school is committed to ensuring that specialist advice is sought from professional services when required. The school welcomes support and training from external specialist services and is committed to working collaboratively for the

wellbeing and progress of individual pupils. The school will seek parental consent before referrals are made to external agencies

In-service training

The school is committed to all staff being given the opportunity to attend additional training to meet the needs of pupils in their care. This can take the form of:

- school-based training from school staff with specialist training or with colleagues disseminating information gained at course recently attended;
- sessions with guest speaker/ outside agency/trainer with specialist knowledge;
- courses attended with the local authority or with specialist organisations.

Allocation of resources

We receive funding for SEND via the Local Authority (LA) formula. There are accessible resources in school for teachers to use with pupils with SEND. The SENDCO/Headteacher and governors are responsible for these aspects of the budget and the deployment of funding allocated for groups and individuals. When an application for an EHCP has been agreed, the LA makes what it deems to be appropriate financial support.

The SENDCO draws up the resources bid when the school is planning for the next school improvement plan.

Access to the curriculum

At St. Michael's, good quality whole class, including differentiation, is embedded in our curriculum and practice. We have a broad and balanced curriculum. Regular Pupil Progress Meetings and provision mapping help us to monitor and measure the impact of this and reflect on the next steps in learning. All of our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team. All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. When planning, teachers refer to children's Support Plans to make particular provision for their needs.

7 Monitoring and evaluation

The SENDCO is assisted in the role by the Assistant SENDCo. Together they monitor the movement of pupils within the SEND system in school.

The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school and outcomes for pupils with SEND.

The SENDCo and Assistant SENDCo are involved in supporting teachers involved in drawing up SEN support Plans for pupils. The Senior Leadership team, including the SENDCO, hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body monitors the buildings and their facilities to ensure that they can support the provision of the curriculum to any child with educational needs, whether they are physical, emotional, behavioural or special learning difficulties. Any action needed will be put into our Accessibility Plan. The Governing Body reviews this policy and the Accessibility Plan regularly and considers any amendments in the light of the review findings and/or any new initiatives that are County or DFE led. Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

8 Links with other schools

The school makes every effort to seek records from previous schools attended by its pupils and to send on records to any new school as it is especially important with pupils on the SEND list to avoid any delay in receiving or passing on educational information

To assist with the transfer of Key Stage 1 pupils from feeder schools, the SENDCo will attend any transitioning Year 2 annual review of their statement

Prior to transfer to secondary school, the Year 6 class teachers will liaise with the secondary schools and the SENDCo will attend the Spelthorne Transition Market Place Event. The SENDCO and Year 6 class teachers will work with the receiving schools to promote a smooth transition. Staff/SENDCo from allocated secondary schools will be invited to any Year 6 annual reviews of statements or EHCPs

SEND pupils are encouraged to visit their secondary school in the term before transfer. Pupils with a statement for SEN may be offered several visits, and wherever possible, their teaching and learning assistant will be made available to accompany them

The school values and actively seeks good communication with other schools, sharing good practice and working towards a smooth transition for children moving from and to other schools