



SEN POLICY

Author/Person Responsible	<i>Jo Wilton/ Kirsty Robson</i>
Date of Ratification	<i>September 2023</i>
Review Group	<i>FGB</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Annually</i>
Review Date	<i>Summer 2024</i>
Previous Review Amendments/Notes	
Related Policies	Anti-bullying; Behaviour and Discipline; Child Protection; Confidentiality; Equality (including anti-bullying); Equal Opportunities; Special Educational Needs - Code of Practice January 2015 South Gloucestershire SEND Policy
Chair of Governor's Signature	



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEND Policy	DATE:	01/09/23
EIA CARRIED OUT BY:	Kirsty Robson	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		x

Any adverse impacts are explored in a Full Impact Assessment.

September 2023
Review:



The named SENDCO is Mrs Jo Wilton (BA Hons)

Mrs Wilton experienced teacher with over 20 years teaching experience and has completed the National Award for SENDCO. Mrs Wilton has been SENDCO for over 10 years. Mrs Wilton is a member of our Senior Leadership Team.

St Michaels has a named Governor, responsible for SEND, Mrs Lesley Graty.

The SENDCO and SEND Governor ensure that the St Michaels SEND Policy works within the statutory requirements laid out in the Code of Practice 2014.

At St Michaels we believe that every teacher is a teacher of every child, including those with SEND. All those who teach and support pupils with SEND have the highest aspirations and expectations for all pupils.

AIMS

- Early identification of individuals who may need extra support.
- To create a warm and supportive atmosphere where children aren't afraid to take risks in their learning.
- Provide opportunities for all children to achieve their full potential.
- Provide "quality first teaching" which takes the needs of every pupil into account.
- Enable each pupil to partake in, and contribute fully, to school life.
- Monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- Provide access to and progression within the curriculum and ensure that our planning for pupils with SEND takes account of the type of need and extent of the difficulty experienced by the child, so that it is relevant and differentiated.
- Ensure that every teacher is a teacher of SEN, ensuring the needs of all are appropriately met.
- Ensure access to a range of resources including specialist support to meet the needs of SEND children.
- Work with parents and other agencies to provide support / opportunities for those children with SEND.
- Include the voice of both parents and the child in monitoring and reviewing My Support Plans and Education and Healthcare plans.

OBJECTIVES

- To identify and provide for pupils who have SEND and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To provide a SEND coordinator (SENCO) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with SEND pupils.
- To develop and maintain partnership with the parents to ensure access to the curriculum for all pupils.
- To provide support and advice to parents of SEND pupils to enable their progress and wellbeing both in school and out of school.



Definition:

According to the SEN Code of Practice 2014; A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

TYPES OF SEN

Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory/physical

The SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has SEND and that these needs are known to all who are likely to work with them.

IDENTIFICATION, ASSESSMENT AND PROVISION

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support.

At St Michaels, we adopt a high quality first teaching approach and a differentiated curriculum. Pupils are identified as SEND if they do not make adequate progress once they have the adjustments and good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of all pupils in their class. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through lesson observations, book looks and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

A clear understanding of a child's needs is a critical pre-condition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. We assess each pupil's current skills and levels of attainment on entry, building on information from parents and carers and previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, 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 starting from the same baseline.
- 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 concerns about progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special education provision in place. This SEND support will take the form of a four-part cycle through which earlier



decisions and actions are revisited and refined, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the needs of children.

ASSESS – INFORMATION GATHERING PROCESS

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, the child's previous progress and attainment, observations carried out by the SENCO, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

A record of concern is completed where a teacher who has identified a pupil as not making adequate progress, records their concerns, observations and any individualised assessments, and discusses these with the SENCO.

Plan

Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at these key areas can be planned.

Where it is decided to provide a pupil with additional support, the parents will be notified. The teacher and SENCO, in consultation with the parent and the pupil, will agree the support to be put in place. This support and intervention provided will be selected to meet the outcomes identified for the pupil. Parents will be notified in writing when their child is placed on the SEN register. The child's name will then appear on the class provision map detailing what extra support is being provided for them.

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 teaching 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 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 support and interventions, and their impact on the pupil's progress, will be reviewed in line with the agreed date. The impact and quality of the support and interventions will 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 teacher, working with the SENCO, will 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. 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 Head teacher, Deputy and SENCO.
- Analysis and 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.

MANAGING THE NEEDS OF THE CHILDREN ON THE SEND REGISTER



Children who are recorded as SEND are named on the school SEN register which is reviewed and updated regularly. All parents are informed in writing if their child is added to or removed from the register.

All children on the SEND Register, recorded as K, receive support which is additional to and different from regular class teaching, either in class or in a small intervention group. This additional support is detailed on the class provision map. Class provision maps are reviewed and updated at the start of each new term and parents are informed of interventions that their child may be receiving. Should a child be seen by an outside professional such as an Educational Psychologist, they will be given a “My Support Plan” detailing specific targets.

St Michaels SEN Hubs

From September 2022, we have three new SEN hubs set up within the school for pupils to access. The hubs are staffed by a teaching assistant. We currently have a KS1 and KS2 SEN hub and an ASD hub for children with ASD/Sensory needs. The hubs are designed to be a quiet working space away from the main classroom where a child can come and complete set activities, take part in a learning intervention or have a safe space in which to regulate their emotions. To access the hubs, a child usually has an EHCP or is named on the SEN register. As well as this we have a hub set up to support children first thing in the morning so that they can prepare themselves to enter their classroom.

Specialist support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school will involve specialist outside agencies. The pupil’s parents will always be involved in any decisions.

Children who have been seen by outside professionals such as an Educational Psychologist will have a “My Support Plan”, which details important information about the child, including their areas of strength and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the My Support Plan. The Support Plan is designed to be a working document, which is updated to reflect the current needs of the child. 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.

Class teachers are responsible for maintaining and updating My Support Plans. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

The school employs our own specialist private speech and language therapist, Anna Morley, who works 1:1 with children in school every other week. These children then have follow up SALT sessions with a school TA three times per week.

Education, Health Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, and yet the child has still not made expected progress, the school or parents may request an Education Health Care Needs Assessment. Parents will be called in and will be involved in every step of the process. Should this process be successful, the child will be given an Education and Health Care Plan (EHCP) and may receive funding according to their allocated band.

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. If this is the case then 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 by all to take the pupil off 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 school’s monitoring procedures, such as pupil progress meetings. If it is felt



that the pupil requires additional assistance then the procedures set out in this policy will be followed. Parents will be notified in writing if their child is going to be removed from the SEN register.

Section 6: Supporting pupils and families

- South Gloucestershire website contains details of the LA local offer – www.southglos.gov.uk/education-and-learning
- The school website contains details of SEND, see our SEN information report.
- Admission procedures are operated by South Gloucestershire Admissions team and our admission procedures are the same as any other community school in South Gloucestershire. www.southglos.gov.uk/education-and-learning
- There is careful transition for SEND children when they move into a new class and in particular when they change Key Stages from Reception to Year 1 and Year 2 to Year 3.
- The SENCO organises a transition programme for secondary transfer, working closely alongside our partner secondary schools.

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 or disabilities (SEND) and may have an Education Health Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision.

Supporting pupils at school with mental health conditions

The school recognises that pupils may have a mental health condition and these should be properly supported so that they have full access to education. Children who are identified with these conditions will be supported by the school after discussion with parents/carers. They may be given the opportunity to speak to the school Emotional Literacy Support assistant (ELSA), have an adult meet and greet them in the morning or have a quiet place where they can go during the day amongst other things. Some of these children may also have other special educational needs (SEND) and may have an Education Health Care Plan (EHCP). If deemed necessary, the school would seek support from outside agencies to support the child (CAMHS, Off the Record).

Monitoring and evaluation of SEN and Disability

At St Michaels, we regularly and carefully monitor and evaluate the quality of provision. The SENDCO monitors provision for SEND children through lesson observations, book looks, learning walks and discussions with teachers and TAs. She monitors differentiation, class provision maps and My Support Plans. The SENCO monitors the movement of children within the SEND system in school. The SENCO and the named Governor with responsibility for SEND meet together regularly.

Training and Resources

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. Training for a range of SEND needs is provided to teachers and TAs throughout the year. The SENCO regularly attends Network meetings, SENCO alliance meetings and works with the Inclusion Support Service.

The SENCO is responsible for the operational management of the specified agreed resourcing for SEND provision within the school, including the provision for children with Education Health Care plans. The Head teacher informs the Governing body of how the funding allocated to support SEND has been deployed.