



SEN POLICY

Author/Person Responsible	<i>Kirsty Robson</i>
Date of Ratification	<i>29th September 2021</i>
Review Group	<i>FGB</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Annually</i>
Review Date	<i>September 2022</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:	29/09/21
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.



St Michael's Church of England Primary School, Winterbourne

Learn ~ Care ~ Enjoy

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

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*

Special educational provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

1 Principles

This policy is informed by these general principles:

- a child with special educational needs should have their needs met;
 - the special educational needs of children will normally be met in this school;
 - whenever appropriate, the views of the child will be sought and taken into account;
 - parents have a vital role to play in supporting their child's education; and
 - children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum.
- * "parent" should be taken to mean all those with parental responsibility including corporate parents and carers.



2 Purpose

We aim, therefore, to ensure that:

- a) pupils with special educational needs and disabilities are identified and that their needs are met;
children with special educational needs and disabilities join in with all the activities of the school;
all learners make the best possible progress.
- b) parents are informed of their child's special needs and provision;
there is effective communication between parents and school
learners express their views and are fully involved in decisions which affect their education;
there are effective partnerships involving outside agencies whenever appropriate.

3 Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school *as a whole*. The governing body has a specific role in deciding, with the head teacher, the school's policy, ensuring that SEN is funded, and monitored.

The head teacher and all other members of staff have important day-to-day responsibilities for the operation of the school's SEN policy.

a) School Governors

The governing body must:

- . do its best to ensure that the necessary provision is made for any pupil who has special needs;
- . ensure that where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;
- . ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- . consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- . ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- . have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs; and
- . ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Education Act 1996

The governing body has chosen to meet their responsibilities by adopting the following actions:



- . they will be involved in the development and monitoring of the school's SEN policy
 - . appointing a SEN Governor – Leslie Graty
 - . ensuring that the target of 3.6% of the school's budget is used for SEN;
 - . reporting annually to the LEA on SEN expenditure;
 - . ensuring that all governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
 - . ensuring that SEN is an integral part of the school development plan;
 - . Monitoring SEN provision by considering a report at each governors meeting;
 - . information regarding SEN provision to be reported to parents annually; and
 - . the Special Needs Governor participates in LEA organised governor training on SEN issues.
- The SEN governor will meet with the SEN coordinator twice a year to discuss SEN provision and a report will be drawn up for governors once a year.

b) Head Teacher

Although the head teacher has chosen to delegate the Co-ordination of Special Needs provision, the overall responsibility is hers.

Therefore, the following will apply:

- . the SENDCO will inform the head teacher of all children's Special Educational Needs and the arrangements that are being made to meet them;
- . determine, in consultation with the Governing Body, the appropriate level of staffing and funding;
- . the Head Teacher, alongside the SEN governor, will advise the Governors on SEN issues ensuring that, at all times, the school meets its SEN responsibilities;
- . the head teacher will advise the governors on the appointment of a SEND Co-ordinator; and
- . agreeing to the referral of children to the LEA for statutory assessment when required, and contributing to reports when necessary.

c) Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The Special Educational Co-ordinator is Jo Wilton.

The key roles are to:

- . Have overall responsibility for the operation of SEN policy and co- ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- . provide professional guidance to colleagues and work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- . help staff identify, and then assess, a child's special educational needs;
- . advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- . liaise with the relevant Designated Teacher where a looked after pupil has SEN
- . liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- . liaise with parents of children with special educational needs
- . keep a register of all the children who are on the different stages of the Code of Practice, and monitor their progress by regular reviews with the class teacher;
- . ensure that every child on the SEN register appears on class Provision Maps and that they are receiving interventions that are appropriate and effective,
- . liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;
- . Ensure that any child that has had involvement with external agencies has a *My Support Plan* which will include both pupil and parent voice. The My Support plan will have three annual cycles of Assess, Plan, Do, Review (APDR) and will include targets for each cycle.
- . organise staff INSET and training when necessary;
- . manage the teaching assistants and their interventions, including frequent (at least termly) reviews of timetables and provision;
Monitor the effectiveness of interventions delivered to those children on the SEN register.
- . liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- . ensure adequate resources are available and advise staff on their use; and
- . work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Write and review the school's *Local Offer*, ensuring that it is published for parents on the school website

Ensure that the local offer is adhered to by all staff

- . The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

d) Class Teacher's Responsibilities

Class teachers have day-to-day responsibility for ensuring that:

- . children's progress is monitored;
- . different / alternative opportunities for learning are used if necessary;
- . the SENCO and parents are kept informed;
- . they liaise with teaching assistants;



- . co-operate with external agencies;
 - . the school's graduated approach to SEN is followed;
 - . Maintain and review individual My support Plans
 - . Class provision maps are drawn up, detailing what extra provision the children on the SEN register are receiving
- Where there is a child with an EHCP (Education and Health Care Plan) in the class, the Class teacher will work with the SENCO to ensure that their needs are being fully met and that their individual funding is being used appropriately.
- . The class teacher will ensure that any child with an EHCP and/or My Support Plan in their class will have individual targets to work on and that their *Plan, Do Review* sheet is closely monitored and reviewed every term, with parental input.
 - . ensure the appropriate paperwork is completed; and
 - . records are transferred to the next class teacher or school

Publishing information: SEN information report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- . the kinds of SEN that are provided for
- . policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- . arrangements for consulting parents of children with SEN and involving them in their child's education
- . arrangements for consulting young people with SEN and involving them in their education
- . arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- . arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- . the approach to teaching children and young people with SEN
- . how adaptations are made to the curriculum and the learning environment of children and young people with SEN



The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

Funding for SEN Support

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

Schools are not expected to meet the full costs of more expensive special educational provision



from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold

4 CURRICULUM AND TEACHING STRATEGIES - *Creating effective learning opportunities for all pupils*

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. Teachers can modify as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage.

- a) Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Suitable learning challenges using the programmes of study across the key stages
- b) To respond to pupils' diverse learning needs, teachers, when planning, should set high expectations and provide opportunities for all pupils to take part in lessons fully and effectively. Teachers will, therefore, need to:
 - . create effective learning environments
 - . deploy support staff effectively
 - . secure pupil motivation and concentration
 - . provide equality of opportunity through teaching approaches
 - . use appropriate assessment approaches
 - . set targets for learning
- c) However, some pupils will have particular learning and assessment requirements and these will need to be addressed to overcome potential barriers. Teachers will need to take specific action to provide access to learning by:
 - . providing for pupils who need help with communication, language and literacy;
 - . planning, where necessary, to develop pupils understanding through the use of all available senses and experiences;
 - . planning for pupils' full participation in learning and physical and practical activities;

 - . helping pupils manage their behaviour to take part in learning effectively and safely;
 - . helping individuals to manage their emotions, particularly traumas and stress, so that they can participate in learning.
- d) Children with disabilities may have potential areas of difficulty and these should be identified and addressed. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
 - . planning appropriate amounts of time to allow for satisfactory completion of tasks;
 - . planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum;



- . identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.
- e) Pupils for whom English is an additional language have their own diverse needs in terms of support. It will be necessary to provide additional time for English language learning. Teachers need to provide opportunities for them to take part in all subject areas. (advice and assessment will be accessed from EMAS)

5 Identification, Assessment, Action-planning and Recording

“The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without due disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

If a child’s difficulties prove to be transient, the child will subsequently be able to learn and progress normally. If the child’s difficulties prove less responsive to the provision made by the school, then an early start can be made considering the additional help the child may need.”

Code of Practice 2001

Graduated Approach

The Code of Practice emphasises the need to identify pupils at the earliest possible time. It also emphasises the need for teachers to support the less able pupils within the classroom, ensuring that most of them will be identified as having a special educational need requiring additional provision.

a) Identification

The class teacher is most likely to be the person who identifies that a child has special educational needs. It may be that the child is failing to make academic progress in certain basic skills or is showing extreme patterns of behaviour and has a very poor self-esteem.

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person” Code of Practice 2014

The class teacher should:

- . arrange a consultation with the parents;
- . inform the SENCO of the child’s needs so that they can be registered on the school’s SEN register



b) Assessment

Once a concern has been registered then an initial assessment of the child's needs must be made. The following may be used:

- . classroom observation of the child's performance, progress and behaviour.
- . progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks.
- . performance against the Level descriptors within the National Curriculum at the end of a key stage.
- . results following standardised screening or assessment tools.
- . pupil consultation to discover personal perception of any difficulties.
- . parent consultation to enable them to contribute their perceptions and relevant history, eg, health and development.

These assessments should be reported to the SENCO. If necessary, the SENCO may consider it appropriate to ask for external advice about immediate health problems – vision, hearing, speech.

c) SEN SUPPORT- (From September 2014)

The Code indicates the following as triggers for moving to the category of **SEN SUPPORT**:

Where a child:

- . makes little or no progress even when teaching approaches are targeted, particularly in a child's identified areas of weakness.
- . shows signs of difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas.
- . presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- . has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- . has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO should take the lead in acquiring all relevant information in order to complete assessment, plan for the future support of the child, and monitor and review the action the school has decided to take. Strategies and targets to assist the child should be recorded on a class provision map for which the class teacher and/or dedicated teaching assistant will be responsible. In some cases it may also be advisable to contact outside professionals for advice.

The class Provision Map should contain:

- . The names of children who are receiving interventions that are different to their normal classwork.
- . the teaching strategies to be used;
- . the names of support staff that will run the interventions and the staff to pupil ratio
- . the provision to be put in place;
- . the outcome of the action taken;
- . success and/or exit criteria



d) Involving outside agencies

If, after a prolonged period of time, the pupil is not making the anticipated progress, the school may consider involving an outside agency such as the Educational Psychologist, or behaviour support service for example.

The Code identifies triggers for **outside agency involvement** as follows. The pupil:

- . continues to make little or no progress in specific areas over a long period of time;
- . continues to work at National Curriculum levels substantially below those expected of children of a similar age;
- . continues to have difficulty developing literacy and numeracy skills;
- . has emotional and behavioural difficulties which substantially and regularly interfere with their learning or that of the class group, despite having an individualised behaviour management programme;
- . has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- . has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will meet the parents and inform them of their concerns. They will be advised of the assessments made and the decision to call for extra support from an outside agency. The school will then seek advice on alternative strategies and resources that are available for the child.

Any child that has had involvement with external agencies will have a *My Support Plan* written which will include both pupil and parent voice. The My Support plan will have three annual cycles of Assess, Plan, Do, Review (APDR) and will include targets for each cycle.

In a minority of cases it may become apparent that the pupil is still not progressing as anticipated, despite involvement by outside agencies, and is unlikely to do so without further additional support. After consultation with the parents, class teacher and outside agency, the school will make a request for an **Education and Healthcare Plan (EHCP)** to be written for an individual. This plan, if agreed by the local authority, may follow the child until they are 25 years of age. (As of September 2014, all children with existing Statements of Special Educational Needs will gradually have their statement changed to **an Education and Healthcare Plan**.)

e) Statutory Assessment

A request to the LEA to carry out a Statutory Assessment is made when a child has demonstrated significant cause for concern. The LEA will require evidence about the strategies or programmes implemented, their effectiveness or otherwise, and the child's progress over time.

The school will need to provide:

- . the school's action through the *SEN Support Stage*
- . the pupil's targets;
- . records of regular reviews and their outcomes;



- . relevant details of the pupil's health;
- . National Curriculum levels;
- . attainments in literacy and numeracy;
- . educational and other assessments;
- . views of the parent and child;
- . involvement of other professionals; and
- . any involvement by social services or education welfare service.

This evidence will allow the LEA to decide whether a statutory assessment is necessary and an educational psychologist may be asked to draw up a report.

Once all the advice requested for the statutory assessment has been received, the LEA must decide whether to draw up an Education and Healthcare Plan (EHC) for the child.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

f) Education and Healthcare Plan

- . The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:
 - establish and record the views, interests and aspirations of the parents and child or young person
 - provide a full description of the child or young person's special educational needs and any health and social care needs
 - establish outcomes across education, health and social care based on the child or young person's needs and aspirations
 - specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes
- . **Considering whether an EHCP needs assessment is necessary**
- . Following a request for an EHCP needs assessment, or the child or young person having otherwise been brought to its attention, the local authority **must** determine whether an EHC needs assessment is necessary. The local authority **must** make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it



thinks it is appropriate.

- The local authority **must** notify the child's parent or the young person that it is considering whether an EHC assessment is necessary, and **must** consult the child's parent or the young person as soon as practicable following a request for an EHC needs assessment (or having otherwise become responsible). This is particularly important where the request was not made by the child's parent or the young person, so they have sufficient time to provide their views. In considering whether an EHC needs assessment is necessary, local authorities **must** have regard to the views, wishes and feelings of the child and his or her parent, or the young person. At an early stage, the local authority should establish how the child and his or her parent or the young person can best be kept informed and supported to participate as fully as possible in decision-making. The local authority **must** arrange for the child and his or her parent or the young person to be provided with advice and information relevant to the child or young person's SEN, (for more information, see paragraph 9.21 and Chapter 2).
- Where the local authority considers that special educational provision may need to be made in accordance with an EHC plan and is considering whether an EHC needs assessment is necessary, it **must** notify:

the child's parent or the young person (and **must** inform them of their right to express written or oral views and submit evidence to the local authority)

the health service (the relevant Clinical Commissioning Group (CCG) or NHS England where it has responsibility for a child or young person)

local authority officers responsible for social care for children or young people with SEN

where a child attends an early years setting, the manager of that setting

where a child or young person is registered at a school, the head teacher (or equivalent)

where the young person attends a post-16 institution, the principal (or equivalent)

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided



- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

The LEA Panel will issue an EHC determining the provision to be made in order that the child's needs can be met. This may be in this school, or in a different setting.

If extra resources are identified as being required to enable the school to make the specified provision, this will be assessed using the LEA's matrix system. The number of units will be calculated and the school will be notified and funds allocated to the school's budget.

The school will endeavour to meet the requirements, usually by employing a teaching assistant to work with, and help, the child.

The child will be allocated an individual budget, with the family given greater control of how the budget is spent (should they wish).

EHCs must be reviewed annually at the Annual Review, but can be amended at any time.

Management of records

Aspects of record keeping to be considered:

- parents have access to all documentation;
- at the end of the school year all documentation is passed on to the next teacher (to provide an ongoing record of the child's progress).
- when a pupil transfers to a different school, all documents will be forwarded;
- when Year 6 children transfer to Secondary School there will be a meeting between the class teacher and a member of staff responsible for pastoral care – records can be handed over at this time

Where records are not handed over, the school has a duty to keep records on file and make them readily accessible for 20 years

6 Resources

Governors acknowledge the requirement to support SEN by allocating appropriate resources (which includes staff, money and equipment), eg:

- Minimum of 3.6% of the school's formula allocation
- SEND Co-ordinator – Mrs Jo Wilton
- Teaching Assistant time per week – currently 35.5 hours
- Purchase of standardised assessment resources for Maths and English Skills
- Sound Discovery support materials for teaching Reading and Spelling strategies.
- ICT equipment and material to support curriculum areas
- All classes use whiteboards and coloured markers to help with visual discrimination



- . All classrooms are carpeted so as to minimise the amount of noise
- . Purchase of specialist seating for individuals
- . Use of laptops for individual children
- . Designated software to support learning programmes i.e.; Nessy support for spelling and the Rapid Reading program.
- . Ergonomically designed chairs for all children
- . Areas designated for small group teaching
- . Provision of INSET for Teacher Assistants
- . SENCO attends termly Area Meetings, and a member of the Learning Support Service
- . Non-contact time for SENCO
- . Half-termly review of Special Needs Provision to ensure that resources are allocated appropriately

The school has links with the following external agencies:

- . South Gloucestershire LEA's:
 - Special Needs Department
 - Inclusion and Learning Support Service
 - Educational Psychology Service
 - Education Welfare Service
- . North Bristol NHS Trust:
 - Speech and Language Therapy
 - School Health Service
 - Occupational Therapy
 - Physiotherapy
 - Child and Family Guidance

The school receives additional funding from the LEA to support children with EHCs - Section 5f.

7 Arrangements for pupils

Starting school

- . Children with an Education and Healthcare Plan will, in most cases, be the subject of liaison between the school, parents and external agencies.
- . In most cases an induction / integration programme will be arranged.
- . Admission may be subject to having the necessary adult support in place.
- . Children with special educational needs, but without a statement, may also have their induction tailored to their needs, following advice from involved agencies and parents.

Moving to another school

- . In addition to the early transfer of records, we will endeavour to meet with receiving staff.
- . We will, whenever, appropriate, arrange visits to the new school.
- . For children with statements there should, ideally, be an organised induction and integration programme.
- . For Y6 children, information about summer school programmes will be given to parents.

Specialist Provision



- . St Michael's, in common with most primary schools, does not specialise in special educational needs or have a special unit / class.
- . We work closely with the LEA and will refer parents to the appropriate department for further advice.
- . We continue to improve our facilities and accessibility for pupils and visitors who are disabled. However, there are still parts of the school that do not have easy wheelchair access.
- . Current facilities include disabled toilets for pupils, ramped access to some external doors.

8 Parental Involvement

The school has an "open door" policy whereby parents are welcome at any time to discuss concerns about their child with either the class teacher or the Head Teacher. Therefore, it is expected by parents that staff would contact them if their child is having difficulties, either academically or socially.

- . We invite parents to come to school three times a year to look at their child's work and talk to the class teacher.
Parents of children with an EHC plan will be invited into school at the end of every short term to review their child's My Support Plan targets alongside the class teacher and SENCo
- . Class Teachers will focus on the child's strengths as well as weaknesses
- . We will make suggestions as to the help the parents can give the child at home.

The parent of a child with Special Educational Needs must be supported and encouraged by the staff to feel they can do something to help in solving the immediate problem. They must be aware of their responsibility in the working partnership with school and with professionals.

Parents are informed about Special Needs support in the school prospectus, the published Local Offer and in the Governors' Annual Report to Parents.

9 Complaints

If there are concerns about the Special Educational Needs provision, parents should, in the first instance, talk to the class teacher, the SENCO or Head Teacher. We will try to resolve any issues or misunderstandings in an informal, courteous and prompt manner.

If the concerns cannot be resolved there is an approved formal complaints procedure, which offers parents and others a readily accessible route to pursue any such complaint. A copy of the procedure is available in the school office.

10 Success Criteria

The success of the school's Special Educational Needs policy will be judged against the aims as set out below:

- . pupils with special educational needs and disabilities are identified and that their needs are met;
- . children with special educational needs and disabilities join in with all the activities of the school;



- . all learners make the best possible progress.

- . parents are informed of their child's special needs and provision;
- . there is effective communication between parents and school
- . learners express their views and are fully involved in decisions which affect their education;
- . there are effective partnerships involving outside agencies whenever appropriate.

The Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.