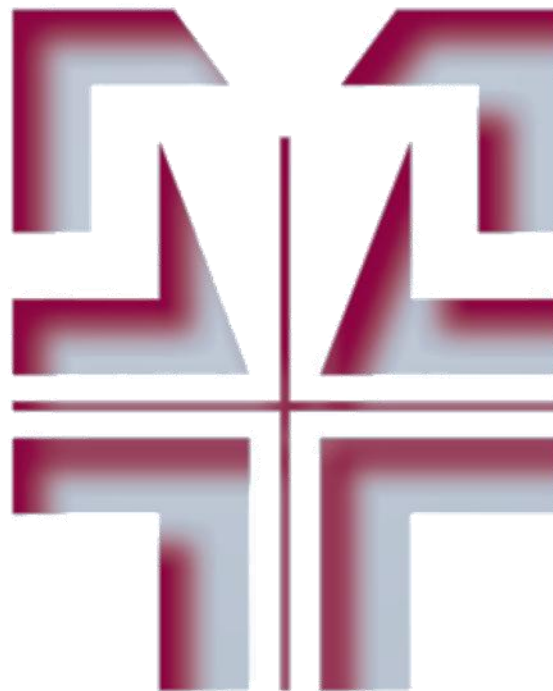


Saint Michael's CE High School

A Church of England Academy



Therefore, choose SEND Policy

January 2026

Responsibility to present to Headteacher	Assistant Head
Approved	Learning Committee 14/01/2026
Next Review	Learning Committee 14/01/2027
Statutory	Yes
Required on school website	Yes

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is '**Therefore choose [life]**' from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of

'Life in all its fullness'.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

Contents:

Vision for Special Educational Needs and Disabilities (SEND) at St Michael's p4

- 1 OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY p4
- 2 NAME OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR p5
- 3 ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR PUPILS WITH SPECIAL EDUCATION NEEDS and DISABILITY p5
- 4 THE SCHOOL'S ADMISSION ARRANGEMENTS p5
- 5 SEND SPECIALISMS OR UNITS p6
- 6 SPECIALIST FACILITIES WHICH ASSIST ACCESS TO THE SCHOOL FOR PUPILS WITH SEND p6
- 7 ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND p6
- 8 IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES p7
- 9 ACCESS TO THE CURRICULUM p7
- 10 INCLUSION OF PUPILS WITH SPECIAL EDUCATION NEEDS and DISABILITY p8
- 11 CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEND POLICY p8
- 12 ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS p8
- 13 ARRANGEMENTS FOR SEND IN-SERVICE TRAINING p8
- 14 USE OF EXTERNAL SUPPORT SERVICES p8
- 15 PARTNERSHIP WITH PARENTS p9
- 16 LINKS WITH OTHER SCHOOLS AND TRANSITION BETWEEN AND BEYOND SCHOOLS p9
- 17 WE VALUE OUR LINKS WITH HEALTH AND SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS, AS EMPHASISED IN 'THE CHILDREN'S ACT 1993'. p9

Vision for Special Educational Needs and Disabilities (SEND) at St Michael's:

At St Michael's we strive to provide every opportunity for all our pupils to flourish; to grow in body, mind and spirit and experience 'life in all its fullness.' We understand this to mean growing in independence, resilience and reflection, focused on being the best they can be in the classroom and beyond.

Pupils who have a Special Educational Need or a Disability are often considered to require provision which is different from or additional to that which their peers require, but at St Michael's we strive to minimize the 'dilemma of difference'.

Support is discreet wherever possible and focused largely on providing teachers with the information and expertise that they need to both assist and challenge pupils in their lessons. Our focus is very much on abilities and aspirations.

We want pupils to leave St Michael's as confident young adults who wonder at the majesty of God's Creation; who pursue excellence, appreciate the importance and uniqueness of every individual and strive, through their work, through their relationships with others and through their choices and actions, to leave the world a better place than they found it.

WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

1. OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

St Michael's Church of England School is committed to offering quality education within a Christian context. The basis of values and attitudes regarding all members of the School community is Christ's life and teaching. All members of the School community are recognised as unique and of special value in God's world.

Within this context the School seeks to educate all pupils including those with Special Educational Needs and Disability (SEND), by recognising individual needs, talents, gifts, circumstances, difficulties and disabilities. The school has a clear statement expressing curricular aims for all pupils. The entitlement of SEND pupils to a fulfilling and meaningful education with equal opportunity to achievement and participation across a broad balanced curriculum, including the National Curriculum, is implicit.

We encourage all pupils to aim high, being the best they can be, enjoying life in all its fullness.

Entry to external assessments and examinations, commensurate with ability is available to all SEND pupils.

Parental involvement is regularly sought and valued since the school believes that partnership with parents is central to the successful education of all pupils. Decisions concerning pupils with SEND and the production of pupil support profiles is done through co-production, involving pupils and parents as well as the SENCO or teachers from school.

The school recognises the importance of early identification and intervention in order to address the needs of all pupils. This will be addressed through careful assessment and diagnosis of results, which will then be used to consider the individual requirements of SEND pupils. The needs of pupils can then be considered with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). It is acknowledged that all staff have responsibility for pupils who are experiencing SEND.

There is a designated SEND Governor to ensure that the Governing Body is informed regarding the needs and progress of all pupils.

Throughout this policy St Michael's endeavours to adhere to the principles and advice written within the DoE Code of Practice 2014. The points addressed will be given the highest regard.

2. NAME OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The SENCO at St Michael's is Mrs Teresa Wilson who works closely with her line manager (Assistant Head). There is a SEND Support Lead, 11 full time Teaching Assistants and one part time Teaching Assistant (TAs). All staff are informed of the needs of pupils with SEND and have a responsibility for SEND pupils within their classroom.

3. ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR PUPILS WITH SPECIAL EDUCATION NEEDS and DISABILITY.

The Learning Support Team will maintain and update records of pupils entered on the SEND Register, offer advice and liaise with subject colleagues, ensure links are continued with all Curriculum Areas via designated staff. They will attend meetings in line with senior management direction. All Staff have electronic access to individual pupil records and support profiles.

The Special Educational Needs Co-ordinator (SENCO) will advise staff on individual pupil's needs, facilitate pupil review meetings and summarise the recommendations as appropriate. The SENCO will liaise with Pupil Managers and outside professional agencies to afford their expertise and advice re pupils on the SEND Register.

The SENCO is a member of the Curriculum Management Team and in this capacity attends meetings and contributes to decision-making with regard to whole school issues.

4. THE SCHOOL'S ADMISSION ARRANGEMENTS

In the event of more than 225 first choice places received in one year, the Governors will apply the admission criteria and all will be judged against the published criteria in line with all state schools.

5. SEND SPECIALISMS OR UNITS

The SENCO (Teresa Wilson) has completed the National Award for SEN Coordination at Edge Hill University. She also has Level 7 accreditation as a Specialist Assessor in Assessing for Exam Access arrangements, from the University of Chester.

There is a team of a SEND Support Lead, eleven full time Teaching Assistants and one part time Teaching Assistant and to support pupils on the SEND register.

The Personalised Learning Centre offers a range of resources, including ICT, and is available to all pupils. A range of intervention programmes are delivered to groups and individual pupils across all years to facilitate inclusion and mainstream integration. A range of approaches to develop independent learning are used to ensure a measure of challenge and support for SEND pupils and these can include small group working, 1:1 or additional support in lessons.

6. SPECIALIST FACILITIES WHICH ASSIST ACCESS TO THE SCHOOL FOR PUPILS WITH SEND

The school has a lift in the main body of the building so that pupils or adults with reduced mobility can access the upper rooms there and an additional lift is available which can be used to access the Art rooms.

There are accessible toilets in the main building, the Dance area, the PE block and near the Armstrong Centre. The accessible toilet in the main building is equipped with a ceiling tracking hoist.

Liaison with outside agencies is integral with regard to supporting individual pupils' special educational needs and disability. Pupils with disabilities will be differentiated for within the capabilities of our school's budget, resources and physical layout.

7. ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND

The department bids for capitation and INSET according to the school system.

Resources are provided for pupils in accordance with EHCP objectives and are located in the Personalised Learning Centre providing access to all staff and all SEND pupils. Pupils on the SEND Register have access to laptops and use of the photocopier throughout the school day funded via LS capitation.

School has a policy of upholding small group and 1:1 provision to ensure targeted provision for specific pupils identified with SEND.

8. IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES.

The Learning Support Team identify pupils experiencing difficulties via liaison with Pupil Managers, Staff referrals, classroom observation, meetings, phone calls and written communication with parents. Liaison with Primary feeder schools during transition ensures pupils with SEND are identified. All pupils in Year 7 are screened on entry to the school for potential difficulties in reading.

All pupils who are identified on the SEND Register have their needs reviewed annually. Pupils have written co-produced support passports that inform Staff of their needs to ensure inclusion in all curriculum areas. Pupils who have EHCPs have an annual review meeting in line with the Code of Practice.

Diagnostic testing informs access arrangements for internal assessments for all pupils and GCSE access arrangements for pupils in Years 10 and 11, in line with JCQ regulations.

All documentation appertaining to individual pupil's needs is maintained in the SENCO's office or in agreed areas on the school computer network. Teaching Staff have access to individual pupil's profiles via the schools intranet and are updated on individual pupil's needs following diagnostic testing. Teaching staff and Pupil Managers, are encouraged to refer individual pupils to the SENCO if they have concerns regarding their learning, emotional well-being or physical needs. It is their responsibility to ensure pupils, known to be a 'cause of concern' in their subject area are referred for consideration.

Communication between home and school is valued. Parents will receive information following pupil reviews and pupils and parents are invited to contribute to target setting.

9. ACCESS TO THE CURRICULUM

Pupils on the SEND Register are, as all pupils, entitled to a broad and balanced curriculum, including National Curriculum arrangements and Religious Education. We believe in appropriate support through setting, in-class support where possible and withdrawal for specific intervention programmes at designated times, with parental agreement. Inclusion in all curriculum subjects is encouraged in all but extreme cases, as are strategies to support access to the whole school curriculum including greater use of technology to aid and enhance pupils' learning and motivation.

A small number of pupils may have a more personalised curriculum. Any such decision will only be taken after co-production discussions with pupils, parents and senior staff.

All curriculum areas are able to access the resources available in the Personalised Learning Centre. Pupil passports inform and advise staff in order for pupils to be both supported and challenged by "Quality First Teaching" in the classroom. Learning and Teaching styles are adapted in order to offer a variety of appropriate strategies to enhance SEND pupils' individual learning ability and progress. Small group and 1:1 tuition will be offered to those experiencing learning difficulties of an extreme nature within the confines of the current academic timetable.

10. INCLUSION OF PUPILS WITH SPECIAL EDUCATION NEEDS and DISABILITY

SEND pupils will be as fully included into the life of St Michael's CE High School as far as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra curriculum activities at break, lunchtime and after school will provide further opportunities for inclusion.

11. CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEND POLICY

The school will evaluate the success of the SEND policy against the Whole School Improvement Plan. The SENCO will evaluate and review targets within the Departmental Improvement Plan on an annual basis in addition to monitoring SEND pupils through the SISRA tracking system.

12. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

The arrangements for the treatment of complaints will as far as possible be dealt with internally and hopefully any difficulties should be resolved informally. Parents should, in the first instance contact the Subject Teacher. The next stage of redress would be via the Pupil Manager who would usually liaise with the SENCO before attempting to resolve the problem. Next the parent would approach the link person from the Senior Leadership Team, who in turn would inform the Headteacher who would turn to the Governing Body in the final analysis. This staged approach provides parents with a direct route for any complaint they foresee. Parents of course follow the LEA complaints procedure in the event of matters being unresolved.

Lancashire SEND Information, Advice and Support (IAS) Team (telephone 0300 123 6706) and the Mediation and Disagreements Resolution Service both offer support for parents and SEND pupils-see p10 for further information on these services.

13 ARRANGEMENTS FOR SEND IN-SERVICE TRAINING

The arrangements for SEND in-service training are determined by new legislation, requests from the Learning Support Team or Senior Leadership Team (SLT).

The Learning Support staff will attend meetings as determined by SLT and are encouraged to attend further INSET and twilight's linked to their curriculum areas.

The SENCO regularly attends both LCC and Chorley Secondary SENCo cluster meetings.

The SENCO presents regularly at School Improvement Meetings in order to inform and update all teaching staff and teaching assistants on SEND matters.

14 USE OF EXTERNAL SUPPORT SERVICES

The school welcomes the involvement of external support services and agencies.

The Local Authority Inclusion Service can offer guidance and support for those pupils with identified needs and those with EHCPs for difficulties such as Autistic Spectrum Condition, Visual and Hearing Impairment and Physical Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils. School also employs independent consultants who are specialist teachers in their field and has a service agreement with Applied Psychologies for Educational Psychologist support.

Pupils who experience difficulties with school attendance for medical reasons are supported through Shaftesbury High School Medical Service and when required, special arrangements are made for all external assessments according to need.

15 PARTNERSHIP WITH PARENTS

The Code of Practice places great emphasis on co-production and the involvement of parents and the contributions that they can make to assessments and support strategies. St Michael's welcomes the involvement of all parents and has a history of encouraging full parental involvement. Pupils and Parents are invited and encouraged to attend reviews as appropriate. We have an open access policy regarding our recording of test results, summaries of review feedbacks and all documentation regarding parents' children.

School welcomes voluntary help from parents with CRB clearance. During examinations they and TAs, plus a team of Governors, may provide valued extra provision to allow special arrangements for SEND pupils.

16. LINKS WITH OTHER SCHOOLS AND TRANSITION BETWEEN AND BEYOND SCHOOLS.

The Learning Support Department is fully committed to liaison, preparation and support for pupils with SEND during transitional stages. The SENCO attends primary transition reviews and liaises with colleges to support Year 11 pupils in their Post 16 choices. School employs a specialist careers advisor on a part time basis to provide regular advice and guidance for SEND pupils.

17. WE VALUE OUR LINKS WITH HEALTH AND SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS, AS EMPHASISED IN 'THE CHILDREN'S ACT 1993'.

Meetings with Health Care Professionals are attended by the SENCO to support specific pupils' needs. INSET training has been delivered to all Learning Support Staff by Health Care professionals in areas such as Diabetes, Personal Hygiene Needs and Moving and Handling to develop support for specific pupils.

Lancashire SEND IAS

Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial

advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

The service can help you to gather, understand and interpret information and apply it to your own situation.

They can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support to families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals

Young people up to age 25 can access the service independently from their parents.

They may offer one to one support by telephone, email or meetings depending on your circumstances.

They also offer free courses for parents.

Information line Monday-Friday 9am-5pm Tel: 0300 123 6706

Email: information.lineteam@lancashire.gov.uk

Dispute resolution, mediation and appeals (taken from LCC Local Offer)

Disagreement resolution

Disagreement resolution is for all children and young people with special educational needs (SEN) and their families.

The service may help if you disagree with a decision a professional has made. This could be a disagreement with:

The local authority (Lancashire County Council)

Educational settings including; schools and colleges

Health services

Social care services

You should first try to resolve any issues through the normal routes such as a school or college complaints process. If it has not been possible to resolve the issue, you can seek help from the disagreement resolution service.

Disagreement resolution meetings aim to resolve your disagreements in a quick, informal way. A mediator will be there to help you as a neutral third party.

The disagreement resolution service in Lancashire is Global Mediation. Contact Global Mediation's SEN case manager on 0800 064 4488. This service is free of charge and your conversation is confidential.