

# St Mary & St Michael's Catholic Primary School



## Policy to support Children who have SEND 2025-2026

### By Living our Values- We Shine!

At St Mary & St Michael's we welcome all.

- ♥ We accept and celebrate uniqueness through love, care and compassion, serving all God's family.
- ♥ We respect each other and our aspirations.
- ♥ We nurture our faith and have the courage to forgive.
- ♥ We give everyone the opportunity to shine by working together in the warmth of our school community.
- ♥ We create a love for learning to allow us to achieve our dreams.

Written: January 2021 updated January 2025

Governors: Spring 2025

Review Date: January 2026

Our Whole School Policy for the Inclusion of Children with Special Educational Needs and /or Disabilities, usually called the Special Educational Needs (SEND) Policy has been drawn up using guidance from the Special Educational Needs Code of Practice (2014) and respond to the four areas of need identified in the Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and Physical. It also reflects the values and beliefs in our Mission Statement.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- Schools SEN Information Report Regulations (2014).
- The National Curriculum in England.
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014).
- Teachers' Standards 2012.

### **DES and Accessibility Duty**

Our commitment to the Disability Equality Scheme and Accessibility is described in our Local Offer which is available in the school office on the school website:

[www.st-mary-st-michael.lancs.sch.uk](http://www.st-mary-st-michael.lancs.sch.uk)

Lancashire County Council's Local Offer <http://www.lancashire.gov.uk>

### **Local Offer**

The School's Local Offer describes the arrangements and admission of children with SEND and how we ensure they are included fully in all areas of school life. The areas in which we seek to develop and improve are:

- Increasing children's access to the curriculum.
- Access to communication and information (children and adults).
- Physical access to school buildings and environment (pupils, teachers and the wider community).

Our School aims that **all** our children are to:

- Educate our children spiritually, intellectually, socially, emotionally and physically to achieve their full potential.
- Help children develop Christian values in a safe, caring community.
- Build their self-esteem and self-confidence as learners and individuals.

Children who have special educational needs and disabilities (SEND) must have the same breadth of

opportunities, to take part in an enriched curriculum and experience the enjoyment that comes from success in learning, as other children.

Our school ethos is one of praise and encouragement. We have high expectations of all pupils both in work and behaviour. Every child is valued. It is important to make good relationships with children and promptly identify any barriers to their learning.

### **What is a special educational need or disability (SEND)?**

A child has special educational needs or disability if they have a learning difficulty which calls for special educational provision to be made for them. From the 2014 Children and Families Act, Section 3:20, a child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than many children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

*Special educational provision* means teaching a child in a different way from the educational provision usually provided for a child of their age. It may require additional resources and expertise.

A child who has learning, physical, communication, sensory, and/or medical needs may require extra help or flexible arrangements to access the curriculum. Children who have social health, emotional and mental health needs may also need additional support to facilitate their learning. These are the main areas of special educational need which we are currently able to support in our school.

Children may have special educational needs throughout their school career or for a shorter period. The following may impact on progress and attainment, but are not special educational needs, however the school will continue to provide additional support including:

- Disability.
- Attendance and punctuality issues.
- Health and welfare issues.
- Speaking English as an additional language.
- Being in receipt of the Pupil Premium Grant or having free school meals or being a child who is cared for by the Local Authority.

This policy is to ensure that the ethos of the school and its curriculum and teaching, meet the special educational needs of individual pupils.

### **The aims of our SEND Policy**

It is important to identify children with special educational needs so that we can adapt our environment and our teaching to enable them to learn and play well. We:

- Work closely with our families.
- Listen to children and enable them to take some responsibility for their own learning.

- Build a learning ethos where children respect each other as valued members of the school and wider community.
- Enable children to work independently and with each other.
- Help children have the confidence to see their mistakes as a valuable part of their learning; build their resilience.
- Have high expectations of all children and celebrate their successes.
- Raise staff awareness and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children.

#### **How we will meet these aims**

- We have a clear process for identifying a child with SEND (See attached flow diagram).
- We build a good relationship with their family.
- We organise specific support to meet the needs of the child.
- We seek further advice and support if needed.
- We seek additional resources and expertise if we cannot meet the child's needs in school.

For our policy to be successful, we also:

- Ensure that all staff recognise their responsibilities for pupils with SEN and are equipped to move each child forward.
- Enable each child to access the National Curriculum.
- Monitor each pupil's progress, as recommended by the SEN Code of practice 2014.
- Work closely with families to plan their child's learning.
- Liaise with outside agencies for advice and support for our children with SEND.

#### **How we identify children with special educational needs and disabilities**

Teachers and their assistants observe and assess each child's progress and share their observations at staff meetings and during the day. Further support may be needed when a child:

- Makes little or no progress even when teaching approaches are designed to address a child's identified area of weakness.
- Has ongoing emotional or behavioural difficulties which are not helped by our positive routines.
- 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.

Concerns are usually seen in school or raised by parents. We also listen carefully to advice from previous schools and nurseries and external agencies.

#### **How we meet the special educational needs of our pupils**

Our school adopts a graduated approach with four stages of action: assess, plan, do and review.

### **Assess what the child can and cannot do independently**

We use the Lancashire Tracking System which records the ongoing progress of all pupils. We may use whole school assessments (formative and summative) teacher assessments and observations, additional assessment tools, Lancashire PIVATs, which breaks progress in learning into smaller, measurable steps.

### **Plan how to support learning**

Teachers can differentiate their teaching, set up short term interventions to support learning or make additional, regular provision to meet the special educational needs of pupils. Sometimes, it is helpful to formalise this support into a written plan or Pupil Plan. Parents are asked to contribute to the plan to support their child's learning. It is important for a child to feel actively encouraged and motivated both at home and school. Parents know from experience how to teach their children, and we need to hear their ideas. We also need to explain clearly our teaching strategies in school.

### **Do the teaching**

We teach to the child's strengths and address their weaknesses. Teaching is tailored to the child's needs and school monitors progress carefully. Successes are highlighted so the child feels successful and equipped to continue: "Let's think about how you did that so well?"

### **Review the success – what helps learning to take place**

The plan is reviewed, assessments are carried out, new targets are set and the process is repeated.

### **Working with other agencies that support a child**

Where classroom strategies and interventions have been explored, outside SEND services can be used to assess a child's needs further. Parents are always fully involved in the decision-making process.

### **Education, Health Care Plans (EHCPs)**

Children who have more significant learning needs may have an Education and Health Care Plan (EHCP) which is applied for and drawn up in agreement with parents, school and the Local Authority. EHCPs are reviewed annually or earlier if needed and parents are fully involved. Children are encouraged to attend and contribute to their reviews.

### **Communication with Families**

Our School has a positive approach towards building good relationships with families. Parents of children receiving regular, additional help (Pupil Plans) are invited to meet with the relevant staff termly to review their child's progress and set new targets. Parents' Meetings for all children are held in the autumn and spring terms. A detailed progress report is sent home at the end of the summer term with an invitation to parents to comment in writing or speak to their child's class teacher. We also have opportunities to meet a child's new teacher at transition times and to see their classroom. Families are invited into school and church for services and themed days as well as social occasions.

### **Further Support for Families, Concerns or Complaints**

## **The IAS Team** (Information, Advice and Support)

The IAS Team (previously SENDIASS) serves parents and carers of children with special educational needs and disabilities. It is free, impartial, and confidential. It can help you to gather, understand and interpret information in relation to SEND and we are happy to work with them.

**IAS** Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

## **Complaints**

Please discuss concerns with your child's class teacher, in the first instance. Following that the SENCO Helen Lavelle. Thereafter, the Head Teacher Mrs Archibald, and the Governing Body will try to help resolve difficulties in a positive way.

There is a disagreement resolution service in Lancashire called [Global Mediation](#). Disagreement resolution is for all children and young people with special educational needs (SEN) when a family does not agree with a decision made by a professional. From 3 April 2018 the [Single Route of Redress – National Trial](#) gives families new rights to request recommendations about the health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal.

[Global Mediation](#): 0800 064 4488.

This service is free of charge and your conversation is confidential.

## **How we make the curriculum available to all our pupils with SEND**

All teachers have a key role in monitoring all aspects of pupil progress and in the identification of pupils' additional needs. Our teaching arrangements are flexible, to make the best use of our skills and resources. We:

- Have high expectations for every pupil.
- Show consideration for the different learning styles of pupils.
- Set appropriate assessments and targets which are ambitious but achievable.
- Break difficult tasks down into small steps so that pupils can experience success.
- Use practical and oral work.
- Use collaborative groups for pupils to develop learning and social skills.
- Emphasise conversation and discussion in learning.
- Consider the level of concentration of individual pupils.
- Plan the written demands made on pupils.

## **Supporting pupils at school with medical needs**

Our school recognises that pupils at school with medical conditions must be properly supported so that they have full access to education, including school trips and physical education where possible. School complies with its duties under the Equality Act 2010.

### **Responsibility for the teaching and progress of our children with SEND**

Where children have additional learning needs:

- We ensure that the child will participate in all areas of the curriculum, as far as possible.
- During tests and SATs, a child may receive support as stated in the statutory guidelines.
- With parents' permission, we liaise with outside agencies and medical practitioners as needed.

**Class Teachers** are responsible for the teaching and progress of all children in their class. They set work at different ability levels or expect different outcomes, as well as giving additional support and teaching.

Planning for children with SEND is an integral part of planning for each class.

**Teaching Assistants** (TAs) provide group support in every classroom, and also teach individual children as directed by the Class Teacher. Our adult to pupil ratio enables pupils with SEND to receive additional support by both teachers and teaching assistants. Children with similar difficulties may work together in small groups and TAs work flexibly where they are most needed. We aim that children don't miss out on the same lesson each week, if they are withdrawn for intervention, ensuring that they receive a broad and balanced education.

**The SENDCO** can support staff and pupils in their knowledge and strategies for supporting children with a range of difficulties and to signpost families and staff to relevant information. She will liaise with outside agencies and ensure that information is shared and recorded correctly following school procedures.

**The Head Teacher** has overall responsibility for the safety, care and progress of all children within the school and knows our families well.

On **the Governing Body**, our SEND governor is designated to oversee how the school meets the needs of children with SEND. The Governing Body has statutory duties to ensure that all children have their learning needs identified and met. Governors report annually about the effectiveness of the school's SEND provision so that parents are kept informed. Pupil confidentiality is maintained.

Our appointed **Special Educational Needs and Disability Governor** is invited regularly into school to meet the Head Teacher to review the progress of our SEND provision. The SEND Governor is kept informed whenever local or national changes to the SEND Policy are introduced.

### **Adapting our learning environment for pupils with SEND**

St Mary and St Michael's Catholic School is loved and supported by the local community and church. We care and understand that children are individuals who respond to different ways of teaching. Our Christian ethos creates the nurturing atmosphere in the school. We recognise that inclusion is something we need to continue to strive towards. Age, ability, gender, ethnicity, language and social background must not be obstacles to learning or teaching. By listening and talking to our children and their families we seek to build

an inclusive community. We have a shared mission and vision that by “walking with Jesus, caring for each other, we learn together in the warmth of our school home.”

### **Extra-curricular activities**

Afterschool clubs provided by sports coaches and drama and music services have their own policies for supporting children with special educational needs and disabilities. As a school, we always work with visitors to make their clubs genuinely accessible to our children and parents.

### **School clubs**

Activities provided by staff and parents during lunch breaks and after school generally have no charge and all children of the right age group are invited to come along.

### **School trips**

Parents of children with SEND are consulted and may collaborate in the planning of school trips to enable children with SEND to take part safely and as fully as possible. Prior notice of visitors to school for educational purposes is given to parents whenever possible.

### **Before and After School Care**

This is provided by Discovery Vine. Before School (7.30am – 8.45am) After School (3.25pm – 5.45pm). To contact email: [lynda@discoveryvine.co.uk](mailto:lynda@discoveryvine.co.uk) phone 07500600891 or download the app. This is a private business running in premises separate to school, but on the same site.

### **Listening and talking to our children**

Pupils are encouraged to contribute their own views about their welfare and education in class time with their Class Teachers and through curricular areas such as PSHE, HRSE and RE. There is an elected School Council so that children feel a sense of ownership and responsibility and care for school. Older children act as Ambassadors and in other responsible roles. Pupils complete an annual questionnaire about their safety, welfare, lessons and school organisation. We always seek the views of children with additional needs. All staff know their children well and Mrs Archibald knows every child and talks to children every day to build relationships.

Adults talk to children in class about their work – giving feedback and encouragement and explaining their next steps in learning. Children are encouraged to respond, to talk about how they learn and what interests them. Learning objectives are shared with children and they are taught to reflect on whether these have been met. Children with Pupil plan’s also review their own progress with a key adult.

### **Transition to high school**



The school has good links with the local secondary schools. High school teachers share their expertise by visiting us, as well as inviting groups of children to different events at the secondary schools for example, maths challenges, ICT and language workshops.

Throughout school, we are preparing children for life by teaching them how to be part of a community and how to learn. In Year 6, there are specific transition activities. Children have a transition day at their chosen secondary school and additional visits to ease the move to Key Stage 3 can be organised. We enable parents and high school staff to meet beforehand so that information can be exchanged, support put in place and new relationships begun.

### **Seeking support from outside agencies**

Within our school we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to assess. School can engage private specialist advisers or Specialist Teachers from the Inclusion and Disability Support Service (IDSS). Before school calls upon external agencies, we consult parents and ask for their written permission. School complies with GDPR 2018 Data Protection Act by keeping personal data safe and confidential, explaining what details will be shared with an outside agency and removing information from records at the appropriate time. School is always willing to work closely with other professionals such as Speech and Language Therapists (SALT), Occupational Therapists (OT), Child and Adolescent Mental Health Service (CAMHS) and other practitioners.

### **The Governing Body**

The school's governing body work with the Head Teacher to determine the school's general policy and approach to meeting pupils' special educational needs. They establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Our Governing Body has decided that children with special educational needs should be admitted to the school in line with the school's agreed Admissions Policy.

### **How we know that we are making a positive impact**

Children with special educational needs and disabilities will:

- Have access to a good curriculum and take a full part in the wider life of the school.
- Show an increased rate of improvement in our progress tracking.
- Show progress against their starting points.
- Show a good or improving sense of well-being and happiness, have excellent or improving school attendance and participate in school activities.

This feedback is collected formally through the school tracking and assessment processes. We listen regularly and carefully to each child, their families and staff for feedback, ideas and concerns. Parents and carers can express their concerns and share in their child's progress and successes.

This policy is reviewed annually. It reflects our genuine commitment to the care and inclusion of all children in our school and acknowledges that our skills and understanding of SEND are continually developing.

**People who have Responsibilities for SEND:**

**Governor (SEND):**

**HeadTeacher: Mrs. L. Archibald**

**SENDCo: Helen Lavelle**

Enquiries and visits to school are welcome.

Contact school via the bursar, Mrs Cronshaw

Tel: 01995 603023

or Email: [bursar@st-mary-st-michaels.lancs.sch.uk](mailto:bursar@st-mary-st-michaels.lancs.sch.uk)

Further information can be found on our school website

[www.st-mary-st-michael.lancs.sch.uk](http://www.st-mary-st-michael.lancs.sch.uk) in the SEN Information report 2025 and our Local Offer