



SEND Policy

St Michael's CE Infant School

Reviewed June 2024

To be Reviewed by June 2025

St. Michael's CE Infant School

SEND Policy

Aim

At St. Michael's CE Infant School we will ensure that all children, regardless of any special educational needs, and/or social, emotional or mental health difficulties are valued equally. All children are entitled to have a broad and balanced curriculum which is differentiated to meet their individual needs. This Policy has been written with regard to the Special Educational Needs (SEN) Code of Practice 2014.

Objectives

In partnership with parents we support vulnerable pupils and all staff within the school and we will work with these children so that they can become independent and confident learners.

Principles

Definition of Special Educational Needs and Disability (SEND)

Pupils have SEND if they have difficulty accessing the curriculum, temporary or more long term, which requires for special educational provision to be made for them.

Many pupils find aspects of learning difficult. All SEND provision is underpinned by high quality teaching and is therefore compromised by anything less.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision may be triggered when pupils fail to achieve adequate progress, despite having had access to adapted learning activities. The child's progress will be discussed with parents and staff and appropriate provision will be identified to meet the pupil's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at significantly below age related expectations, particularly in communication and language, literacy or numeracy
- Presenting persistent emotional and/or mental health difficulties which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction requiring specific interactions and adaptations to access learning

Curriculum Support

This is achieved by:

- Consistent high quality inclusive teaching (Wave 1) for all pupils
- Identifying and assessing individuals pupils' needs
- Reporting of pupils' needs to school staff
- Providing an appropriate curriculum, taking account of the National Curriculum and continuity and progression
- Delivering an appropriate curriculum taking into account suitable teaching materials, effective differentiated teaching strategies, a supportive learning environment and encouraging a positive self-image
- Providing learning support through curriculum development, support teaching and bespoke training
- Using outside agencies where necessary and appropriate
- Monitoring individual progress and making revisions where necessary
- Ensuring that parents understand the process and involving them in supporting their child's learning
- Encouraging pupils with SEND to participate in decision making processes in an age-appropriate way
- Making reports to governors regarding SEND and ensuring that the SEND governor is fully aware of all matters concerning SEND
- Effective collaboration between support staff and teachers

Structural Arrangements

The Special Needs Co-ordinator (SENDCo) is **Annie Sheret**

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines.

Governing Body

SEN Governor – Catherine Macdonald

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Governors will review the SEND Information Report annually
- Through regular meetings with the SENDCo, the SEND governor will have a more detailed knowledge of SEN provision in the school, and will report to the governing body accordingly

Headteacher

- Prioritising needs of SEND children, and ensuring that there are sufficient funds for provision within the school's overall financial resources
- Recruiting and deploying the schools learning support team
- Ensuring that the SENDCo has sufficient time and resources to perform her role effectively

SENDCo

The main responsibilities of the SENDCo include:

- Disseminating information and raising awareness of SEND issues through the school
- Screening and identifying pupils
- Keeping accurate records of pupils with SEND
- Ensuring that Education, Health and Care Plans (EHCP) are maintained, including hosting annual reviews
- Preparing paperwork and liaising with other professionals for children who need assessments for an EHCP
- Liaising with professionals where children need external support
- Liaising with parents of children with SEND
- Ensuring that Class Provision Maps are updated and regularly reviewed to reflect needs and current provision
- In consultation with the Headteacher, ensuring that staff are adequately trained in matters relating to SEND
- Monitoring progress of pupils with SEND against agreed targets and objectives, and reporting to governors on this, including meeting with the SEND governor
- Discuss the range of support available with class teachers where the pupil is on a special needs register and/or requires Wave 2/3 provision
- Informing the Headteacher of any concerns about the progress of children with SEND
- Updating the annual SEND report for governors
- Maintaining the Special Needs Register and liaising with the Senior Admin Officer when the school census is due
- Being part of the school's Senior Leadership Team

Class Teachers

The main responsibilities of the class teachers regarding children with SEND include:

- Being the first point of contact for parents who have concerns about any aspect of their child's progress
- Always considering the needs of children with SEND when planning, and providing differentiated activities
- Alerting the SENCo to concerns about children who require Wave 2/3 provision
- Preparing Class Provision Maps for children with SEND
- Sharing Class Provision Maps with parents
- Providing evidence for the SENDCo as and when required, for example when an EHCP is being applied for
- Liaising with professionals when required
- Closely monitoring progress of children with SEND, reporting this at Pupil Progress meetings and alerting the SENDCo when there is a concern
- Liaising with Learning Support Assistants who are working with SEND children

Learning Support Assistants

The main responsibilities of learning support assistants regarding children with SEND include:

- Liaising with the class teacher regarding a child's additional needs

- The delivery or planning and delivery of individualised programmes where appropriate
- Monitoring progress against targets, and calculating rates of progress after interventions
- Contributing to reviews either in person or with a written report
- Working with small groups in or out of the classroom under the direction of the teacher
- Supporting pupils on educational visits as required
- Running interventions for children who have been identified by the class teacher

Admission Arrangements

Admission arrangements for children with SEND are outlined in the school's Admissions Policy. Additional meetings will take place before children with SEND are admitted to the school, to ensure that transition is as smooth as possible. For children with EHCPs there may be a delay in admission to the school if there is a need to recruit a member of staff with a specialism to support the child's needs. In all cases the SENDCo and Headteacher will liaise with Hampshire SEN Services to ensure that the child's needs can be met in the most appropriate way. For details of physical alterations to the school, please see the Single Equalities Policy.

Inclusion

At St. Michael's CE Infant School all pupils, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and arrangements for transition in and out of the school. Pupils with SEND are integrated and included fully into the life of the school as a whole. There may be very rare occasions when, in consultation with parents, it would be detrimental for a child to take part in an activity (for example a child who is very allergic to and afraid of animals not attending a farm visit), but we make every effort to ensure that all children are able to take part in every activity. If an agreement is made that a child will not take part in a trip, staff will ensure that the child has access to personalised activities on the school site which mirror the learning that their peers will be doing on the trip.

Complaints Procedures

The vast majority of concerns and complaints can be resolved informally. There are many occasions where concerns can be resolved straight away through the class teacher, the SENDCo or the Headteacher depending on the nature of the complaint. However if a parent is not satisfied with the response given, the Complaints Procedure on the school's website may be followed.

Identification, Assessment and Provision

Identification

The school uses the graduated response as outlined in 'The Code of Practice' (2014). To help with this process a variety of screening procedures are used.

New intake pupils in YR

Liaison with pre-schools.

Feeder pre-schools are visited and/or contacted. The SENDCo plans appropriate transition arrangements for those with additional needs. Children in YR complete a Language Assessment to assess their receptive language. Support is put in accordingly if difficulties with understanding are identified. Children about whom there is a literacy concern are assessed for early literacy skills using the COPs assessment.

Screening in other year groups

Other screening tests are administered when required, these include Sandwell Maths, PM benchmarking.

Staff Observation

- Class teachers will refer to the SENDCo if they have any concerns about children in their class. A Notification of Concern form will be completed and submitted to the SENDCo.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken from other professionals

Referrals by Parents

- A pupil's parents may express concern about their child and they are welcome to contact the SENDCo for an initial consultation. Once information is gathered the process is the same as for staff referrals.

Provision

Teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. Planning for every subject is adapted to enable all children to participate in the classroom. Relevant scaffolding of tasks will be put in place as a first step to supporting pupils. The majority of pupils at the school learn through these adapted arrangements.

A graduated response is adopted for pupils identified as having SEND. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – High quality inclusive teaching by all teaching staff

Wave 2 – is initiated where pupils have failed to make adequate progress as identified by the SENDCo through the assessment arrangements as above.

Criteria for Wave 2 include:

- Low attainment in literacy/numeracy
- Teacher's observations
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include

- Additional learning programmes in literacy and numeracy
- Smaller group sessions
- Group support on a regular basis
- Additional staff training

Wave 3 – Short 1:1 sessions at least 3 times a week on specific programmes.

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school may seek advice and involvement from external support services.

They may be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

Statutory Assessment/Education and Health Care Plans

If a pupil fails to make adequate progress and has demonstrated a **significant** cause for concern, the school and/or parent may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan.

The SENDCo is responsible for providing support and mentoring and allocating pupils with a specified amount of support. The process of target setting, monitoring and reviewing remains the same as Wave 2 and support staff are fully involved.

Class Provision Maps

Class Provision Maps are created to ensure that quality first teaching strategies are at the forefront of planning for all children, particularly those with SEND needs. Within the provision maps, class teachers and support staff determine any adaptations they might need to make for the class and individuals and also strategies to promote positive behaviours for learning. These are then compiled and reviewed every 10-12 weeks and are reviewed every 6-8 weeks. During the creation of the term's provision map the class teacher and support staff will also plot out what interventions are needed and who will access those- this enables staff to clearly track what interventions children are accessing and how often they might be away from classroom learning.

Class Provision Maps are shared with parents and carers in parents evening appointments and in SEND coffee mornings across the academic year.

Continuous Monitoring

In addition to monitoring impact of class provision maps, teachers and LSAs will monitor individual progress of children with SEND daily.

Withdrawal

Some pupils with SEND may be withdrawn for 1:1 or small group support, but this will be kept to the minimum possible in accordance with our inclusive ethos.

The Rainbow Room

For a very small number of children, the mainstream classroom can be overwhelming and over stimulating. In these cases, pupils may be considered for our Rainbow Room provision.

The Rainbow Room is a bespoke, personalised intervention to support a small number of children with significant needs which cannot be met in our Early Years area, despite making adjustments. The key purpose of the Rainbow Room is to provide high quality education and support so that pupils can develop the skills necessary to be effective learners. Activities are planned by the Early Years team in line with adapted activities from the Early Years Curriculum with a high emphasis on Speech and Language, Social and Emotional and Cognitive development.

Partnership

In School

The SENDCo liaises closely with other members of the SLT, the SEND governor, teachers and learning support assistants.

Parents

- We actively seek to work with parents and we value the contribution that they make
- Parental views are recorded as part of the Annual Review process
- Parents are actively encouraged to help their child in many ways, e.g. hearing their child read, learning spellings and number facts
- Parents are encouraged to attend Parent/Teacher meetings where their child's progress is discussed
- Effective communication is achieved through regular contact with home either through letters, telephone calls or meetings

External Support

The school aims to work in partnership with other agencies in order to provide support based on the needs of the child. The main external support agencies used include;

Educational Psychologist, School Nurse, Early Help Hub, Ethnic Minority and Traveller Support Service (EMTAS), Speech and Language Service, Occupational Therapy, Physiotherapy, SENDIASS (formerly Support4SEND)

Transfer Arrangements

All documentation about special needs included in a pupil's record is transferred between schools, but details of support given is kept for 25 years.

Additional induction days are arranged as required for all pupils with SEND.

This policy should be read in conjunction with the Single Equalities Policy and all other school policies, including the St. Michael's CE Infant School SEND report.

Throughout the policy, 'parents' refers to anyone with parental responsibility.

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