

# St Michael's C of E VA Primary School



**As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.**

Our school vision is to provide a nurturing learning environment and a curriculum that develops character, teaches lifelong learning skills, fosters creativity and provides opportunities for exploration so that all pupils can experience

*'Life in all its fullness'* (John 10:10)

## **Special Education Needs Policy**

# **2025**

**Curriculum committee reviewed: 2<sup>nd</sup> July 2025**

**Full governing body ratified: 15<sup>th</sup> July 2025**

**Date for next review: July 2026**

**Signed:**

A handwritten signature in blue ink, appearing to read "Louise Jones".

**Date 15.07.25**

## **School Context**

- St Michael's has expanded to become a one-form entry school, currently with 200 pupils on roll (capacity of 210 pupils)
- 63.3% of pupils are of White British heritage. However, with the increase in pupil numbers, the school population is becoming more diverse and 11.1% of pupils have English as an additional language.
- The proportion of pupils who are considered to be disadvantaged (12.1%) is below the national average (25.7%).
- The proportion of pupils who have special education needs and/or disabilities (17.1%) is slightly below the national average (19.5%).
- The proportion of pupils who have an Education Health Care Plan (4%) is slightly below the national average (5.3%)

## **Compliance**

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with regard to:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Equality Act 2010. The Special Educational Needs Co-ordinator (SENCO) is a member of the Senior Leadership Team and is responsible for leading provision for children with SEND at St Michael's Primary School.

The SENCO/inclusion manager is: Mrs Fiona Crooks, Deputy Headteacher. SENCO and inclusion manager is used interchangeably throughout this policy.

## **St Michaels Inclusion Vision and Objectives**

At St Michael's C of E Primary School, we want everyone to feel that they belong and are respected and valued for who they are. Through effective teaching and learning, support and encouragement and working closely with parents and carers we have high expectations and aspirations for all pupils. We work together to remove barriers to enable all children to feel that they are a part of the whole school community, where everyone is able to make a contribution. Our aim is for all children to grow up to be respectful, caring, adults who participate and contribute to their community, economically, socially and culturally.

## **Objectives of this Policy**

- Identify pupils with special educational needs (SEN) as early as possible and to enable them to make good progress
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that demonstrates coherence and progression in learning

- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- To provide support and advice for all staff working with children with Special Educational Needs.

### **Definition of Special Educational Needs and Disabilities (SEND)**

*As outlined in the Special Educational Needs and Disability Code of Practice (2014): 0 – 25 (page 15-16)*

A child has SEND 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 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

We recognise that at different times during a child or young person's school life, they may have a special need or disability that requires additional provision at that particular time. We also recognise that it is possible to require additional support without being on the school's Inclusion list.

### **Equality and inclusion**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

### **Pupils with medical conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

- Where children and young people who have a medical condition and also SEN, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, St Michael's will comply with its duties under the Equality Act 2010.

- Some pupils with medical conditions may also require an Education Health and Care (EHC) Plan which addresses their special educational needs alongside their health and social care needs. The SEND Code of Practice (2014) is followed.
- Any staff who work with children with medical conditions will have relevant training to be able to effectively support them in having full access to education.
- Please see Managing Medicines and Special Dietary Requirements Policy for more information.

### **Roles and responsibilities**

All members of the school community share responsibility for the quality of provision for all children including those with SEND.

Some members of staff have specific roles and responsibilities within this area:

The **SENCO**'s main responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with other professionals (e.g. educational psychologists) or other schools if the child is transferring to or from St Michael's, to ensure a smooth transition
- Working 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
- Maintaining school records of all pupils with SEND are kept up to date
- Keeping the Governing Body up to date about any issues in the school relating to SEND.

The **Headteacher** has overall responsibility for SEND within the school:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Delegating responsibility to the SENCO and class teachers and supporting them to carry out their duties.
- Ensuring that children's needs are met within school's resources and capabilities.
- Attending meetings with staff, parents/carers and other agencies as required.

**Class teachers** are responsible and accountable for the progress of all pupils in their class.

The class teachers' main responsibilities include:

- Setting high expectations for all pupils in the class.
- Making regular assessments and keeping careful records to monitor all pupils' progress in the class.
- Identifying children at the earliest possible moment who may require additional support to overcome learning barriers.
- Working closely with the SENCO to ensure that provision is appropriate and supporting all pupils' progress.
- Adapting the curriculum to meet the needs of all pupils in the class.
- Implementing support for those children on Inclusion list.
- Meeting with parents/carers termly to discuss the child's progress and review the SEND provision.
- Supporting other adults in the classroom to deliver high quality and appropriate support for all the pupils in the class.
- Ensuring that the principles set out in this policy are implemented in their classrooms.
- Make reasonable adjustments to promote inclusion

The **support staff** work closely with and support class teachers in the early recognition and assessment of all pupils in the class.

The support staff's main responsibilities include:

- Liaising with the class teacher to assist in the development of a suitable programme of support for children with individual needs.
- Participating in the evaluation of the support programme by maintaining records.
- Providing regular feedback about the pupils in the class to the class teacher.
- Attending relevant in-service training.
- Being aware of the school SEND policy and procedures.
- Providing additional support for children who hold an Education, Health and Care Plan.
- Supporting children with any physical/ personal care needs they may have e.g. toileting.

The **SEND Governor's** responsibilities include:

- Making sure that the school fulfils its SEND responsibilities in line with the SEND policy.
- Ensuring the Governing Body is well informed about the effectiveness of the school's SEND provision, legislation and policy so that decisions are made in the best interests of our pupils.

### **SEN support**

When looking at SEND provision the school looks at the four broad areas of need and support defined in the SEND Code of Practice (2014) listed as follows:

- **Communication and Interaction** - this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes pupils for whom social interaction is difficult.
- **Cognition and Learning** - this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** - this may include pupils who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or Physical needs** - this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties.

We recognise that there are other factors that may impact on a child's progress, and we work together with families to address these barriers to a child's learning. Barriers may include attendance and punctuality, health and welfare, English as an additional language.

### **School's approach to identification**

Early identification of Special Educational Needs and Disabilities is both an essential and positive process, leading to prompt action with effective provision and long-term positive outcomes for children. A SEND may be identified at an early age but for others, it may only become apparent as they develop. For some children, the identification of a SEND may be for a relatively short period of time as they overcome that particular barrier to learning. At St Michael's we understand that slower progress and lower attainment is not necessarily due to a SEND and the school will monitor all children closely and liaise with parents/carers appropriately to ensure all children make the best progress possible. Children can be identified as having SEND in a number of ways:

- By parents/carers raising a concern about their child's behaviour or progress
- By class teachers and other members of staff who identify pupils not making expected progress in their learning
- Through a referral to paediatrician, speech and language therapist, Educational Psychologist or other specialist advisor
- By your child communicating that they are experiencing difficulties

At St Michael's we assess children's progress at regular intervals throughout the academic year through observations, conversations with the child, assessing their work as well as formal assessments at various key points. Where there are concerns about a child's progress, an informal support plan will be put in place to track additional support and progress towards personalised targets. These targets are reviewed and updated every 3 months. Where a child is requiring continued support after two reviews, the class teacher will liaise with the family and SENCO. Consent will be sought to identify the child as requiring SEN Support. The school will then work with the child and their family to put appropriate support into place or gather further information and evidence to refer to an external agency for further assessment.

### **Managing the Needs of Pupils on our Inclusion List**

When pupils are identified as requiring SEN support or have identified SEND, the SENCO will gain parental consent to add the child's name to the Inclusion list. This list is updated termly following pupil progress reviews with class teachers and a member of the senior leadership team. Not all children on our Inclusion List require a Pupil Support Plan. For some children, targets and strategies that are required are recorded on the class provision map to ensure the individual pupil can continue to make good progress. The provision map is reviewed termly. Where provision is adapted and when resources are changed/required the provision map will be updated and shared between adults working with the child. The provision map is also used to ensure a successful transition into a new year group. For most children, the class teacher is able to make the necessary adjustments or interventions without more formal provision/plan.

### **School's approach to teaching pupils with SEND**

#### **The Graduated Response to SEND Support – Pupil Support Plan**

We deliver a broad and balanced curriculum through high quality teaching that is targeted to the needs of our pupils. To meet the needs of individual pupils who require something in addition to what is offered to the majority of our pupils, we create an individual Pupil Support Plan following a four-stage graduated response cycle.

1. Assess - Regular and rigorous assessment of progress and needs by the class teacher, including information discussed with the child's family about progress, barriers to learning or other needs, will enable us to target particular learning needs. Where external professionals are involved, we will work together to assess needs.
2. Plan - The overall view of the child's needs from the assessment information will be used to plan what we want to achieve. At St Michael's we write this as a target on the child's individual Pupil Support Plan.
3. Do - We explain the intervention or technique that will be used to support the child in order to meet their target. We will highlight who will be involved in supporting this to happen, how it will be implemented, how often and provide details of any particular strategies or resources to use.
4. Review – Teaching staff along with the SENCO (if appropriate), will continually monitor, revise and review this cycle/provision and assess the impact. Next steps will then be considered. Reviews are held as required but at least termly with parents/carers (and the child if appropriate).

### **Education, Health and Care Plans**

The additional needs of most of the pupils with SEND at St Michael's will be met by quality first teaching, interventions and resources from the school. In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their potential, over and above a Pupil Support Plan. Where this is the case, the SENCO, in consultation and agreement with staff, parents/carers and

other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Hertfordshire SEND offer web site: [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)

If a child receives an EHCP, it will be reviewed annually. Support and the monitoring of progress will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, pupils and external agencies.

### **Approach to involving parents/carers**

Parents/carers play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. At St Michael's we encourage parents to engage with their children's learning in a wide range of ways, for example, by:

- providing regular feedback on children's progress through informal discussions and termly parent consultations
- contributing to the development and review of One Page Profiles
- contributing to the development and review of Pupil Support Plans through termly meetings
- recording parent feedback on their child's Pupil Support Plan

### **Approach to actively listening to pupil's views**

At St Michael's we use age-appropriate person-centred approaches in our discussions and conversations with children to gather their views.

Helen Sanderson Associates, person-centred thinking tools

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

### **Record keeping, monitoring and data management**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- pupils who are in receipt of SEN support are recorded on the school's Inclusion list
- SEN support is recorded on the class and whole school provision maps
- Individual SEN support is monitored and recorded using a Pupil Support Plan
- classroom practice is monitored by the Inclusion Manager, SLT and subject leaders
- provision is monitored by Inclusion Manager, SLT and Class Teacher
- analysis of pupil tracking data and test results for individual pupils and for cohorts at Pupil Progress Meetings (PPM)
- termly monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the School Development Plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements

- feedback from parents and staff, both formal and informal, following meetings to produce Pupil Support Plans and targets, revise provision and celebrate success.

### **Working together with others, including health and social care and external specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, including specially trained school staff or from outside agencies. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Parents will always be involved in any decision to involve specialists.

Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

### **Transition**

Transitions between classes, school sites and Year 6 to 7 are carefully planned and prepared for. To support transition, we work closely with the pupil and their parents/carers to develop a transition plan. Transition may include:

- sharing of information between class teachers or schools (including Pupil Support Plans and Provision maps)
- creating transition booklets providing useful information to support a smooth transition
- visits to new classrooms or schools
- Year 6 to 7 transition lessons
- pupil One-page profiles
- visits to new classrooms on INSET days at the beginning of the school year
- social stories

### **Training and expertise of staff**

Inclusion Manager, Mrs Fiona Crooks gained Qualified Teacher Status (QTS) in 2008 and completed the National Award for Special Education Needs Co-ordination (NASENCo) in 2015.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of our approach to professional development for all teaching and support staff.

We use specialist staff for advice and support on special educational needs and difficulties.

Please refer to our SEN Information report for more information on training and expertise.

### **Safeguarding, including anti-bullying, e-safety**

We are aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND). At St Michael's we strive to ensure that pupils learn in a supportive, caring and safe environment. Please refer to our Anti-bullying and Child Protection Policies to understand the steps that we take to ensure and mitigate the risk of abuse of all learners.

### **Funding and Resources**

The school is expected to meet the needs of the majority of children with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for Local High Needs Funding. This application is considered at a local panel meeting and if successful, funding may be awarded for applications banded at bands Targeted+, Specialist, Specialist+. High Needs Funding will be allocated to EHC Plans, using the High Needs Funding Banding Tool.

### **SEN Information Report**

For details of the SEN provision which is available at St Michael's please visit our website to view the SEN Information Report which is updated on an annual basis.

### **Complaints process**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Manager. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the Complaints Policy.

### **Links to other school policies**

- Child Protection Policy
- Anti-Bullying Policy
- SEN Information Report
- Managing Medicines and Special Dietary Requirements Policy
- Equality Policy
- Complaints Policy