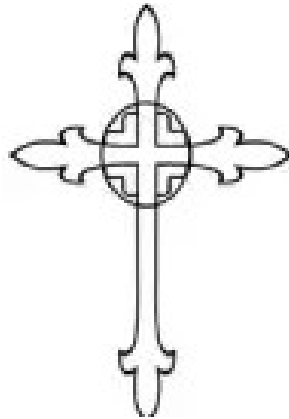


Dalton St. Michael's CE Primary School



Special Educational Needs (SEN) Policy

Agreed by Governing Board on 19th May 2026

Policy will be reviewed by May 2027

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Special Educational Needs Policy

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 2014, updated Sept 2024) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013 (Updated June 2015) SEND Code of Practice 0 – 25 Years (July 2014) Updated (Sept 2024) Schools SEND Information Report Regulations (2014) Statutory Guidance on Supporting students at school with medical conditions Sept 2014 (Updated Aug 2017) Safeguarding Policy Accessibility Plan Teachers Standards 2011 (Updated 2021) Keeping Children Safe in Education 2024 Working Together to Safeguard Children 2015 (Updated Feb 2024)
School's Admissions Policy

This policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014. This Policy has been created by Samantha Ball in liaison with the Headteacher (Iain Attkins), Governors, SLT and staff. This policy is available on the school's website and available to all stakeholders on request.

BELIEFS AND VALUES

Dalton St. Michael's C.E Primary School is committed to providing all our children with the environment and opportunities to allow them to fulfil their potential in our nurturing Christian community where everyone is valued. In line with our Mission Statement we aim, not only to educate, but to nurture and help our children to develop socially, emotionally and spiritually. All staff at Dalton St. Michael's school strive to ensure that any child with Special Education Needs or Disability (SEND) are fully included in every aspect of school life and our Special Needs Policy supports the stated ethos of the school:

"Belong, Believe, Achieve"

Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Every teacher at Dalton St Michael is a teacher of every pupil, including those with special educational needs.

MISSION STATEMENT

At Dalton St Michael's Primary School, we strive to create a happy, secure, and welcoming environment where every child is valued and nurtured. Our Mission Statement, developed in collaboration with our pupils, lies at the heart of everything we do and reflects the core values of our school:

Belong - For all to have a strong sense of belonging in our community, being instrumental in helping each other to make our school a place to be extremely proud of.

Believe - For all to develop a deep belief in themselves - in their strengths, their individuality and firmness of faith.

Achieve - For all to achieve as well as they possibly can with a good attitude to learning; to persevere and be resilient and want to improve on everything they set out to do.

A Place to Shine - Where our uniqueness is celebrated and we can shine like beacons in our community close to Ashurst Beacon.

'In the same way, you should be a light for other people. Live so they will see the good things you do and praise your Father in heaven.'

Matthew 5:16

OBJECTIVES

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- 1) Work within the guidance provided in the SEND Code of Practice 2014
- 2) Reach high levels of achievement for all in an inclusive environment
- 3) Have high aspirations and expectations of all pupils with SEND
- 4) Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- 5) Ensure that children with SEND are identified and assessed as early as possible and strategies are put in place to remove barriers to learning.
- 6) Meet individual needs through a wide range of provision and measure the impact of this provision.
- 7) Ensure that the attainment of SEND pupils is tracked and that pupils make expected or better than expected progress.
- 8) Ensure that CPD for all staff impacts on the teaching and learning of pupils with SEND and achieve a level of staff expertise to meet pupil need.
- 9) Provide support and advice for all staff, governors and parents working with SEND pupils
- 10) Share a common vision and understanding with all stakeholders.
- 11) Ensure good quality first teaching takes place in all classes and that all children are included.
- 12) Ensure all staff are aware of legal requirements and responsibilities.
- 13) Involve pupils and parents in the process of identification, assessment and provision and to ensure that pupils are aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice 2014 states that "a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (6:15)

The purpose of identification is to work out what action school needs to take to address additional needs. The Code of Practice 2014 describes the 4 categories of need which need to be planned for:

Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. (C o P 6:28)

Cognition and learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (C o P 6:30) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (C o P 6:30)

Social, emotional and mental health - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (C o P 6:32)

Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (C o P 6:34)

Whilst these four areas broadly identify the primary need of a pupil, at Dalton St Michael, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare, considering the impact of COVID-19
- Bereavement/divorce
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium.
- Being a Looked After Child (CLA)
- Being a child of a service woman/man
- Being in receipt of Pupil Premium Grant

GRADUATED RESPONSE

At Dalton St Michael's, all teachers are responsible and accountable for the progress and development of the pupils in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. "Quality first" teaching is a priority of the School.

Teaching is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCo and Head Teacher to ensure that students are only identified as SEND if they make less than expected progress, given their age and individual circumstances, once they have had appropriate intervention/adjustments and good quality, personalised teaching.

The SENDCO and Head Teacher regularly and carefully reviews 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, support and remove barriers to learning for vulnerable pupils and their knowledge of the SEND most frequently encountered.

The school follows the guidance of the SEND Code of Practice (2014) and uses a graduated approach to the identification and assessment of and provision for students with SEND. This incorporates the Assess – Plan – Do – Review cycle of implementation. Pupils identified as having SEND are referred to as 'SEND Support'.

Assess

After clear analysis of the pupil's needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENDCO/Headteacher) those pupils who require additional support. At Dalton St Michael, staff will fill in an 'initial concern form'. This will identify a teacher's concerns but also state what strategies they have already tried with the child.

Progress is measured for all students with SEND termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENDCO to ensure SEND pupils are meeting expected targets.

A range of data is used to identify pupils with SEND including phonics screening, reading, writing, math's assessment results and SATs (statutory and optional). Screening materials such Nessy may be used by the SENDCO where appropriate to provide additional information.

The views of parents, pupils and, when appropriate, outside agencies are also considered when assessing additional needs.

Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed, the SENDCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, an Early Help is usually opened and TAF (Team Around the Family) meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

Plan

Parents are informed when pupils are identified as requiring SEND support and support is agreed. Pupils are involved in the process of setting their targets on a Pupil Support Plan and planning how they will be met. A review date is set. All staff working with the pupil are made aware of provision and its intended outcomes. Parents are encouraged to reinforce intervention work at home and are provided with materials to help with this.

Support and intervention are planned on a whole school provision map. This is reviewed termly and the impact of interventions is recorded. The progress of identified pupils is tracked by the SENDCO using school's internal tracking systems. Class teachers have an Intervention Record form which is used by staff and TAs to show what intervention has been carried out, when it has been carried out and how often.

Do

The class teacher remains responsible for working with the child on a daily basis and has responsibility for any small group or one-to-one teaching where teaching takes place away from the main class.

Teachers work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The SENDCO provides support, guidance and further training where necessary so that staff are well-equipped and knowledgeable in meeting the needs of all individuals.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. The provision map is reviewed termly. Progress towards the targets is updated on a child's Pupil Support Plan weekly. Targets and teaching methods regularly are adjusted as appropriate.

Pupils with a statement or EHCP have a formal annual review meeting at an agreed date, three times a year. All involved agencies are invited to attend and paperwork is submitted to the LEA. All stakeholders, including parents and pupils are able to respond in writing and orally to the meeting. Additional interim reviews can be arranged by the SENDCO if changes are needed to be made or the EHCP requires an additional review.

The class teacher, working with the SENDCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support.

In addition to the planned parents' evenings for all pupils, Dalton St Michael's adopts an open-door policy and parents are always welcome to speak to the SENDCO about any aspect of their child's SEND. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

MANAGING PUPILS' NEEDS

- Pupils identified as having SEND have a PSP (Pupil Support Plan). This is written by the class teacher after careful assessment of needs and consideration of barriers to learning. Pupils are usually given no more than three targets to work on. PSPs are written using 'child friendly' language and are written in conjunction with pupils. They can be delivered by teaching assistants who work closely with class teachers. PSPs are reviewed regularly – teaching assistants or the class teacher record a comment against the outcome and share this with class teachers. Teachers then decide how effective provision is and make any necessary changes. PSP targets are changed as appropriate. They are formally reviewed three times a year, however are updated frequently. Class teachers are responsible for maintaining PSPs and ensuring outcomes are met. Many teachers and teaching assistants use 'precision teaching' or baseline assessments to share progress with pupils and as a quick measure of the impact of interventions.
- Teachers record and evaluate all interventions, so a record is kept throughout a pupils' school career.
- A provision map is created by the SENDCO and Headteacher to ensure needs are met and staff are deployed appropriately to deliver interventions. Impact of interventions is recorded on the provision map.

- Teaching assistants record the impact of interventions each term and report to the SENDCO. These are recorded and the effectiveness of interventions measured.
- When deciding whether to make additional educational provision, the SENDCO will work alongside the teacher to consider all information gathered from within school about the pupil's progress. This includes formative as well as summative assessment.
- For pupils who have higher levels of support, the SENDCO will facilitate provision/advice from outside agencies including Educational Psychology, SEND, Speech and Language Therapy Service, CAMHS, the Early Prevention and Intervention Team, the school health team and Outreach support from local SEND schools.
- Where a multi-agency approach is required, the SENDCO will complete an Early Help Assessment (previously CAF) with parents and organise subsequent TAF meetings to plan a multi-agency response.
- The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

CRITERIA FOR EXITING THE SEND REGISTER

The school maintains a SEND register which contains details of all children identified as having special needs. An electronic register is also held within the SENDCO's files. This is confidential. The register is regularly revised and updated.

The SENDCO and Headteacher have responsibility for the removal of a pupil from SEND support on the SEND Register at Dalton St Michael's. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

SUPPORTING PUPILS AND FAMILIES

Local Offer

Parents can read Lancashire County Council's Local Offer which describes provision for SEND pupils across the county. This can be found at on our school website.

SEND School Information

Dalton St Michael's SEND Information Report can be found on the school website under 'Key Information' and then 'Special Educational Needs'. Follow the link to access this via our school website or upon request of a printed copy.

SEND Information and Advice Support Service (SENDIASS)

Sendiass is an agency which can offer support to parents of SEND pupils. Information can be found at <http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx> or you can telephone on 0300 123 6706.

Admissions

If we are able to meet your child's special education needs then your child will not be refused admission to school, if your child has an EHCP and would like to apply for our school please contact Lancashire's Inclusion Service/Admissions so that they can formally consult with us as to whether we are able to meet need.

Transition

To support transition, school shares information with the school or other setting the child or young person is moving to. Additional visits to high schools are organised for SEND pupils when needed and transition planning meetings are organised between schools and parents to ensure there is a smooth transition. Where appropriate, parents are signposted to SENDIASS.

Information is also shared as pupils move classes and key stages within the school.

Supporting Pupils with Medical Conditions

The school recognises that pupils 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Individual healthcare plans written by the school nurse normally specify the type and level of support required to meet the medical needs of such pupils. These are written by health professionals and implemented in school. All staff are made aware of children's medical needs.

Where children and young people also have SEND, their provision is planned and delivered in a coordinated way with the healthcare plan. A copy of our first aid and medication policy can be found on our school website.

MONITORING AND EVALUATION OF SEND

- School regularly and carefully monitors and evaluates the quality of provision offered to all pupils.
- This is done through regular book scrutinies, class observations, audits, sampling of parent views, pupils' views and staff views.
- School have a designated SEND governor who meets with the SENDCO.
- The SENDCO produces and delivers an annual report for governors which uses information from ASP, LSIP, data dashboard and internal data to show the progress of SEND pupils and highlight areas for development.
- SEND progress reports are delivered to governors termly through the Standards and Effectiveness Committee meeting.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants.
- Teaching assistant CPD occurs through SHARES training days, INSET in school or they attending County led courses. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCO may identify the SEND training needs of staff through the appraisal process in conjunction with the Headteacher/SLT and all staff undertake training and development, for example through INSET. The SENDCO often leads INSET for all staff.
- Newly appointed teaching, support staff, and ECTs undertake an induction programme, which includes a meeting with the SENDCO to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.
- The SENDCO regularly attends the Local Authorities termly SENDCO cluster meetings and half termly local SHARES SENDCO forum meetings in order to keep up to date with local and national developments in SEND.
- There are teaching assistants in each classroom to support all English and Mathematics lessons. There are more support staff working in the foundation stage of the school. Pupils with additional needs have varying degrees of one to one support from teaching assistants. All classes have interactive whiteboards and access to laptops. In Year 6, homework clubs are staffed by teachers who assist pupils requiring help with SATs homework.
- School buy in expert advice and assessment from SEND (Special Educational Needs and Disabilities Service) when required. In addition, when concerns are raised about individual nursery pupils, the SENDCO will also make requests for guidance for our 3-year-old pupils from our Early Years Provision so that intervention is identified early.
- The School Development Plan and provision map takes a strategic approach to meeting SEND in the context of the total resources available including identified groups such as pupil premium.
- Resources are prioritised according the School Development Plan. The SENDCO consults teaching staff and support staff to determine which resources are needed and submits a budget bid to the SLT.
- Resources are fully accessible to all staff.
- SEND is funded through the notional SEND budget – this is used to provide high quality, appropriate support for SEND pupils.
- Where additional funding is required, review of provision is made, including application for Statutory Assessment by the SENDCO and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for High Needs Block Funding; The local authority is responsible for providing additional funding where the cost of the SEND provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCO.
- Teachers will liaise with the SENDCO regarding English and Mathematics, to ensure that the needs of SEND pupils are being met.

Outside Agencies Including Health Services

We seek advice and expertise from various outside agencies including:

- Education – SEND
- SENDDO
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
- CAMHS
- Pupil attendance team

- Children's Social Care
- SENDIASS
- Early intervention team (SENDIASS)
- The SENDCO, teaching and support staff are released to attend meetings with outside agencies.

Parents

At Dalton St Michael's we take in to consideration:

- maximising involvement of parents
- welcome and induction of new pupils
- how parents are kept informed e.g. PSPs/parents evenings, reviews,
- appropriate literature sent home from school
- how the parent's views are elicited
- Governor's Report to Parents
- SENDIASS
- Homework

ROLES AND RESPONSIBILITIES

Role of the SEND Governor/Governing Body: -

The Governing body has regard to the SEND Code of Practice when carrying out duties towards all students with SEND. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEND;
- determine the school's general policy and approach to students with SEND in cooperation with the Head teacher and SENDCO;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEND;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- ensure that pupils with SEND are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.
- The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Dalton St Michael's this role is undertaken by Iain Pearce who will meet regularly with the Head teacher Iain Attkins and SENDCO Samantha Ball. The SENDCO is the Assistant Head Teacher and has completed the national award for SENDCO.
- The Head is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the governing body informed about the special educational needs provision made by the school. SEND is an integral part of the school development plan. The quality of SEND provision is continually monitored by the Headteacher and SENDCO.
- The SENDCO and the Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy.

Role of the Teaching Assistant: -

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the SENDCO. All Teaching Assistants are line-managed by the SENDCO.

Designated Teacher with specific Safeguarding responsibility: -

DSL is the Headteacher (Mr Iain Attkins) and Deputy DSL's are Mrs Adele Varley (Deputy Headteacher) and Tayler Lacey (Lower KS2 Teacher).

Designated member of staff responsible for managing PPG/LAC funding: -

Headteacher.

Designated member of staff responsible for managing and meeting the medical needs of students: -

Headteacher & SENDCO

STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families. Please see our privacy statement on our school website.

REVIEWING THE SEND POLICY

This Policy will be reviewed yearly to comply with new requirements for SEND with effect from 1 September 2014.

ACCESSIBILITY

Please refer to our Accessibility Plan for further information about accessibility. This can be found on the school website.

See School's Local Offer/SEND information report for the school on our school website by clicking [here](#).

Curriculum

At Dalton St Michael's School we take the following points into consideration when meeting the child's needs;

- *Access to English/Maths/ICT*
- *Teacher planning*
- *Differentiation*
- *Disapplication*
- *Withdrawal*
- *PSPs in relation to curriculum*
- *Resources*

Access to the full life of the School.

Children will be given the opportunity to experience the following alongside their peers irrespective of skill or level of impairment.

- *Homework*
- *Trips*
- *Clubs*
- *Swimming*
- *Worship*
- *School teams*
- *Plays/productions*
- *Sport*

This may need additional resources or adaptation and each situation will be considered to meet the needs of the child concerned.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will discuss the issue with the Head.

If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. A copy of the schools complaints procedure can be found on the school website

BULLYING

Please refer to the Behaviour Policy available on the school website and anti-bullying policy – available from the school upon request.

APPENDICES

Please refer to the Local Offer – SEND Information Report (school website)

Accessibility Policy

Behaviour Policy

Anti-bullying Policy

School website - <https://www.dalton-stmichaels.co.uk/>

Next Review Date: May 2027

GLOSSARY OF TERMS

SEND – special educational needs and disabilities.

CAF – common assessment framework

CPD – continued professional development

SEND – Special Educational Needs and Disabilities Service

SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service
SENDCO – Special Educational Needs and Disabilities Coordinator
PSP – Pupil Support Plan
LEA – Local Education Authority
EPS – Educational Psychology Service
SATs – Standardised Attainment Tests
AGT – Able, gifted and talented
PIVATs – Performance Indicators for Value Added Target Setting