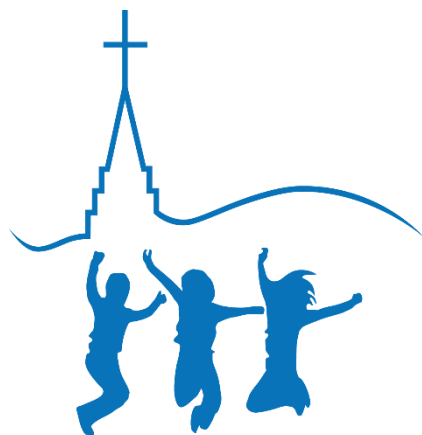


A St. Michael's Junior School Policy



St. Michael's CE (VA) Junior School

By God's love, we all flourish together.

God is love. Whoever lives in love lives in God, and God in them. (1 John 4:16)

At St. Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

Special Educational Needs and Disabilities Policy

Reviewed by the Curriculum Committee & ratified by FGB.	2025
To be reviewed	2027

INTRODUCTION

Our Special Educational Needs and Disabilities (SEND) Information Report for parent/carers outlines the support, interventions and provisions they can expect to receive, if they choose St Michael's Church of England Junior School for their children. Our SEND Policy reinforces the information contained in the Information Report.

The school has regard to the SEND Code of Practice 0-25 (2015), the Equality Act 2010 and the Children and Families Act 2014 when carrying out its duties for all children with SEND and ensures that parents are consulted in school decisions for SEND provision for their child.

Definition of Special Educational Needs and Disability:

We have regard to the definition of SEND stated in the SEND Code of Practice 2015:

"A child or young person has Special Educational Needs (SEND) if he or she has a learning difficulty or disability that calls for special educational provision to be made for them."

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than most others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-sixteen institutions. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

SCHOOL'S SPECIAL EDUCATIONAL PROVISION

Objectives:

To provide a stable and caring environment in which children can:

Learn and develop to their full potential within all aspects of school life

Work with others cooperatively

Contribute to the ethos of the school

Gain success

Build their self-confidence

Ensure they are ready for secondary school

Make a successful transition to adulthood

That all school staff will be responsive to the educational, emotional and social needs of each individual.

The School's Special Educational Needs Co-ordinator (SENCO) is Mrs Claire Ladbrook

Responsibilities include:

Overseeing the day-to-day operation of the school SEND policy

Liaison with Support Staff, within the school who support the learning of children with special educational needs

Meeting all teachers in the school and advising them on differentiation issues, approaches and materials

Maintaining the SEND Register

Monitoring the provision of One Planning and Education Health and Care Plans, including gathering and collating all relevant information

Ensuring that paperwork is up to date

Attending consultations with parents, teachers and all other relevant personnel when appropriate

Liaising with parents/carers of children with SEND

Liaising with outside agencies.

Arrangements for the Co-ordination of Provision for SEND

The SENCO will regularly meet with the Head Teacher and SEND Governor to discuss the following:

The development of provision

Planning future action

Identifying areas of need

Allocating resources in the most efficient ways

These issues will be reflected on during the annual review of the SEND Policy and the School Information Report, along with consideration regarding the School Development Plan and the SEND Action Plan. Areas identified for change or development will inform the next academic year's vision.

Allocation of Resources

The Governors through the finance committee will, where possible, allocate funds to meet the needs of children with special educational needs. At the meeting of the governing body which approves the budget, the Resources Committee will draw the attention of governors to the amounts delegated to the school by the LA under 'special needs' headings in the section 52 statement and to the amounts allocated for special needs in the proposed school budget. The resources are allocated on a severity of need basis, indicated by the phases of intervention. Children with an Education, Health and Care Plan will have the funding that they receive allocated at an initial planning meeting with parents, the school and outside agencies.

The Head Teacher will manage the funds allocated by the governors to meet the differing needs of the children with special educational needs. The SENCO will ensure that optimum use is made of resources in terms of cost and impact.

Identification, Assessment and Provision – the graduated response

We will be using a SEND windscreen to illustrate the processes when identifying SEND and support needed.

The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). The graduated response, adopted in the school, recognises that there is a continuum of needs. Children's needs and requirements may fall within or across four broad areas. These are:

Communication and Interaction.

Cognition and learning;

Emotional and social development;

Sensory and/or physical.

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEND. The identification of SEND is built into the overall approach of monitoring the progress and development of all children. Where children are not making expected progress given their age and starting point, they are given extra support. The child's response to such support may help identify their needs.

Adequate progress includes progress which:

- is like that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap from growing wider.

Where children continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the children will be put on the school SEND register with One Planning.

Assessment includes:

- The use of the Essex Recommended Assessments
- Use of summative assessment materials, for example the phonics check, reading and spelling assessment.
- Specialised assessments from external agencies and professionals, for example completion of the Connors or Sensory questionnaires.
- Discussion with the child and parents.

School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEND both within the school and in comparison, with national data and use these to reflect on and reinforce the quality of teaching.

Provision for Children with EHCPs

High quality teaching, personalised for individual children, is the first step in responding to children who have SEND. A graduated approach is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. The process is:

Assess, Plan, Do and Review This page explains how we use an assess, plan, do and review process to support and monitor our SEND children.

Assess

This involves analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are identified and being overcome and that the interventions being used are developing and evolving as required. External support may be sought if this is felt appropriate and not already in place in consultation with parents.



Plan

Planning will involve consultation between teacher, SENCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. All staff and parents will be informed of the provision.



Do

The class teacher is responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with support staff to plan and assess the impact of the support/interventions and links with classroom teaching. The SENCO will offer support with further assessments and effective provision through the interventions.



Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support/ interventions. It will take account of the views of the child and their parents. The class teacher in conjunction with the SENCO will revise support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.



Current Identification of Children who need a Statutory Assessment

St Michael's will discuss requesting that the Local Education Authority (LEA) initiate statutory assessment of a child's needs if:

Adequate progress has not been made despite provision of an individualised programme and concentrated One Planning, backed up by evidence, over a period of time.

A child is identified as demonstrating a significant cause for concern and meets the criteria for statutory assessment laid out by Essex Education Authority in their banding descriptors.

The child's needs cannot be met under the current resources available to the school.

The Code of Practice (2015) is used to ensure rigorous following of statutory procedures. Provision for children with an Education Health Care Plan is arranged depending on the content of their EHCP.

Inclusion and Admission

In consideration of St Michael's Mission Statement, the school will endeavour to develop the full potential of all children with SEND alongside their peers, in line with government and LA guidelines. We believe that most children's needs can be met and catered for in their local mainstream provision. Therefore, no child will be refused admission on the grounds that they have SEND if we believe that we can meet all the child's needs in our school. In its partnership with the LA and parents, the school will ensure that appropriate resources are available to enable all children with SEND to have the greatest possible access to the National Curriculum, within budget allowances.

Use of Support Staff

Support staff are a valuable and extremely useful resource in ensuring that children make progress in their learning. They can be used in a variety of ways including:

Working within the classroom with a small group of children focusing on the objectives of any lesson that have been carefully planned by the class teacher. In order that the class teacher is equally as knowledgeable about the progress of their SEND children as children who do not have SEND, the Support staff can be used to work with other children in the classroom so that the class teacher can work with the SEND children in his/her care.

By working with individual or groups of children on One Planning or those with an EHCP so that the individual targets on their plans can be addressed. It is accepted and expected that on occasion this must be performed on an individual basis and away from the classroom to maximise concentration for the individual child although this is kept to a minimum. Careful management, planning and strategic use of adult support should focus on ensuring that these children are included as much as possible in daily school activities.

Pastoral Care Manager (PCM)

The PCM, as part of her role, works with those children who require behavioural, social and emotional support. They may, or may not be, on the SEND register. A close liaison between the PCM, SENCo and class teacher is important in ensuring that children for whom fall into this category of need are appropriately provided for.

Provision for Disability access

The school has made provision for disability access within the school building in the following ways:

Ramps into to school at the front of the building,

Accessible toilet

High visibility marking on steps and hazards

Allocated disabled parking

Training on key areas of disability, such as hearing and visual impairment.

REVIEW ARRANGEMENTS AND PARTNERSHIP WITH PARENTS

Parental feedback at review meetings timetabled for SEND children alongside regular parent meetings.

Pupil views

Evidence of progress through curriculum-based assessment and standardised test results

The SENCO and the school's leaders monitor classroom practice and analyse tracking data and test results. The attitude and views of the child towards their provision give a good indication of its effectiveness especially levels of self-esteem and confidence. SEND is part of our school self-evaluation arrangements and is highlighted in the School Development Plan.

We wish to fully involve parents and children in the review process and views will be sought. Parental views will be integral to the success of the person-centred planning process. Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND are treated as partners and supported to play an active and valued role in their children's educational development.

Children with SEND often have a unique knowledge of their own needs and views about how they can be best helped. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Review meetings for children with One Planning are held on a termly basis at the school. Updated and new One Plans are produced in preparation the meetings where a child's progress is discussed and future targets are agreed. A copy of the One Planning is signed by the parents and given to them as their own personal record.

All outside agencies involved are invited to attend the meetings, if necessary and all parties including the parents and the children provide their views regarding what is working well and what may need additional consideration. The previous and future targets are discussed, agreed and finalised and copies of the paperwork are sent to SENDOPs and to all other parties involved. This paperwork informs the targets for the coming year and is a means of ensuring that the appropriate support is available for those children with am EHCP. The outcomes agreed at these meetings are reviewed termly with school staff, parents, the child and, if possible, outside agencies.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise including:

Inclusion Partner
Educational Psychologists
Speech and Language Therapists
Occupational Therapist
Community Paediatricians
School Nursing Team
CAMHs
Children's Social Care Services
Kids Inspire (<http://kidsinspire.org.uk/>)
YMCA
Family Solutions

Staff Training

To meet the demands of the Code of Practice for Special Educational Needs, there is commitment to the training of all school staff

This may be in one of the following ways:

- external courses
- INSET
- visits to other schools/specialist provisions
- time given to reading and research
- support from Outreach support
- SEND drop-in sessions

THE LOCAL AUTHORITY SEND PROVISION - “LOCAL OFFER” FOR ESSEX

Details of the Local Authority SEND provision, known as the “Local Offer” can be found on the Essex County Council website at: <http://www.essexlocaloffer.org.uk/>

The Local Offer provides information on the services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available gives parents more choice and therefore more control over what support is right for their child.

The local offer provides information on a number of things, including:

- Special educational settings
- Health
- Social care
- Other educational provision
- Training
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities.