



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

S.E.N.D Policy

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Responsible for this policy	Nick Fletcher

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be



Special Educational Needs and Disability Policy

The SEND policy has been developed in accordance with 2014 SEND Code of Practice and the Equality Act 2010. This policy describes how this school will respond to the requirements of the Code in order to most effectively meet children's special educational needs and to provide a framework within which the needs of the whole school community can be addressed.

Definition of Special Educational Needs

A child at St Michael's is defined as having special educational needs when he or she has a learning difficulty or disability which calls for special educational provision to be made for them, and if he or she:

- a) Has a significantly greater difficulty in learning than the majority of the children of their age
- b) Has a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools
- c) Is a child under 5 who is likely to come into category a) or b) upon reaching school age, or would do so if special educational provision was not made for them.

The 4 areas of Special Need as identified by the Code of Practice

- **Cognition and Learning**

Processing or retaining information e.g. specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate, severe and profound learning difficulties.

- **Sensory and Physical**

Impairment of sight, hearing, motor skills, coordination; epilepsy.

- **Social, emotional and mental health difficulties**

Difficulties in relationships with other pupils and adults which may reflect underlying mental health difficulties such as anxiety or depression; attention deficit hyperactivity disorder (ADHD); attachment disorder.

- **Communication and Interaction**

Difficulties with speech and/or development of language, either understanding what they hear or being able to express themselves; difficulties with social interaction and communication; Autistic Spectrum Disorders (ASD).

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Aims and Objectives

- All members of staff have high aspirations and expectations for children with SEND
- All teachers are teachers of pupils with SEND and the teaching should encompass quality first teaching and planning
- Children with SEND engage in activities alongside children who do not and are exposed to a broad and balanced curriculum.
- Children with SEND develop confidence and recognise value in their own contributions to their learning
- Children and parents express their views and are involved in setting and evaluating personal learning goals and outcomes (in light of the child's age and understanding).
- The school will inform parents when it is making special education provision for a child and when it wishes to consult other agencies offering support.
- Parents are informed of their child's special needs and are given all information, advice and support when assessments and decisions on special provision are occurring
- SEND training needs are identified and provided for teachers and support staff in order to develop expertise.
- Appropriate access arrangements means all children participate as fully as possible in all school activities
- Children with disabilities will not be discriminated against.

Arrangements for SEND

The Inclusion Leader has responsibility for:

- Overseeing the day to day administration of the school's SEND policy
- Co-ordinating the SEND provision
- Meeting and liaising with staff and keeping the Head informed
- Overseeing records for all children with SEND
- Organising review meetings and inviting appropriate professionals and parents
- Contributing to and advising on the writing of provision maps and personal goals and outcomes
- Ensuring that individual learning plans and provision maps are distributed
- Applying via single agency referrals to outside agency interventions
- Liaising with parents of all children with SEND
- Liaising with outside agencies
- Monitoring SEND interventions and tracking progress of pupils with SEND
- Contributing to in-service training
- Meeting with the SEND governor
- Observing and monitoring teachers and TAs teaching of pupils with SEND
- The formal annual review of Statements of SEN or Education, Health and Care Plans through a meeting with parents and outside agencies.

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The school employs other staff to meet the needs of children within the school. Staffing requirements will vary according to such need at any given time.

Providing the graduated response: School Support

The school views the identification and assessment of a child's educational needs as a positive process to be undertaken in partnership with parents. By identifying a child as experiencing special educational needs it enables them to be well supported to achieve their full potential through planning, action, monitoring and review process.

All staff are responsible for identifying pupils with special educational needs. The Inclusion Leader meets with all class teachers termly and works with the staff to ensure that those pupils who may need additional or different support are identified at an early stage. In addition, the school uses assessment and tracking data to identify children in need of support.

Parents may also raise concerns regarding the child's progress. The school will respond to concerns raised by assessing the child's level of achievement and progress. The Inclusion Leader will then meet with the parents and class teacher to discuss the outcome of the assessments and discuss next steps and how the child's needs can be met within school and if additional or different provision is required.

It is normal practice in class to differentiate work and most children's needs can be met through 'quality first teaching'. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

Some children may benefit from one of the national catch-up programmes for numeracy, reading, writing, speech and language, occupational therapy, handwriting and social, emotional and mental health needs. The class teacher, in consultation with parent/carer and the Inclusion Leader will write an individual learning plan. Informal advice and information may be sought from outside agencies. The learning plan will set goals and outcomes for the pupils and detail:

- The child's views
- Success criteria
- Next steps.

The learning plan will be reviewed termly by the class teacher and parents, and the outcomes recorded. If a child has made significant progress the special educational provision can be ceased through joint agreement at a review meeting with the Inclusion Leader.

The school may seek further advice and support from outside professionals or agencies. Once the professionals are involved with the pupil their advice will be

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incorporated into the individual learning plan and these professionals will be invited to contribute to the monitoring and review of progress.

Involvement of outside agencies will continue as long as the agency believes they can contribute to the child's progress. Decisions to discharge a child are made by the outside practitioner but are discussed with the school and with parents at a termly review meeting.

In the case of a very small number of pupils where there is still insufficient progress despite additional or different interventions and support being in place and reviewed over time, the school may apply, with parental consent, to the local authority for a statutory assessment of their needs. Pupils and parents will be fully involved and kept informed. The local authority may accept or reject an application for statutory assessment. Where the local authority agrees to assess a pupil's needs this may result in the local authority drawing up an Education, Health and Care Plan.