



ST MICHAEL'S  
C of E PRIMARY  
HIGHGATE

# Special Educational Needs and Disabilities Policy

Date of issue	March 2024
Renewal date	March 2025
Responsible for this policy	Andrea Batten

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



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## 1. Policy Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Our Vision:** *We believe our children's future is created every day*

St Michael's CE Primary School is an inclusive school where we focus on the well-being and progress of every child. We support and value the abilities of all children at St Michael's and we cater for the needs of every child in our care, providing equal opportunities and a safe well-equipped learning environment.

**Our Values:** *Endurance, Forgiveness, Koinonia, Creation, Friendship*

Our values are promoted through all our work in school. Children are encouraged to promote our values in all their work and interactions with others.

**Our School Mission Statement:** *To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be*

- All children benefit from our rich and inspiring curriculum and become active participants in their own learning and in the life of the school and the wider community.
- Children at St Michael's enjoy a wide range of rich opportunities for developing resilience, confidence, independence, physical and mental health and well-being.
- St Michael's has a whole school approach to meeting special educational needs, with all staff working to ensure that every child is included, makes exceptional progress and achieves the optimal social, emotional and educational outcomes.
- Our aim is for all children with SEND to be well equipped for transition to secondary school and for adult life.



## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (DfE, 2014) and the following legislation:

[Part 3 of the Children and Families Act 2014](#)

[The Special Educational Needs and Disability Regulations 2014](#)

Part 6 of The Equality Act 2010,

<https://www.legislation.gov.uk/ukpga/2010/15/part/6>

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Concerns are raised if:

- There is a lack of progress *in spite of carefully tailored teaching and support.*
- Attainment levels are significantly below expected levels and those of peers.

We define lack of progress as that which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.



## **4. Roles and Responsibilities**

### **4.1 The SENDCO**

The SENDCO/Inclusion Leader is Andrea Batten. Andrea will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Arrange and attend all review meetings.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive high quality teaching and appropriate support
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential secondary schools to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Liaise with parents keeping them informed of progress and listening to their views.
- Liaise with children and listen to their views.
- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.
- Contribute to in-service training of staff.

### **4.2 The SEND Governor**

The Governor responsible for SEND is Lisa Maguire. Lisa will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update Governors on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.



### **4.3 The Executive Head and Head of School**

The Executive Head, Geraldine Gallagher and Head of school, Sinead O'Brien will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

### **4.4 Class Teachers**

Our priority is to make sure that children experience high quality teaching in the classroom, adapted to different levels of ability and learning style

Each class teacher is responsible for:

- The progress and development of every pupil in their class through the provision of inclusive, high-quality teaching for all children, taking account of individual learning needs
- Working closely with any teaching assistants/higher level teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Identifying and monitoring of all their pupils and reporting any concerns about SEND to the SENDCO
- Ensuring they follow this SEND policy

Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils



## **5. SEND Provision**

### **5.1 The Special Educational Needs and Disabilities that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism Spectrum Conditions, speech and language difficulties
- Cognition and learning, for example, specific learning difficulties including dyslexia and dyspraxia; moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD); difficulties in relationships with other pupils and adults which may reflect underlying mental health needs; attachment needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, motor skills and coordination difficulties, cerebral palsy, physical disability and complex medical needs.

### **5.2 Identifying pupils with SEN and assessing their needs**

Teachers are responsible for the progress and development of the pupils in their class. They will make regular assessments of progress for all pupils and identify those whose progress:

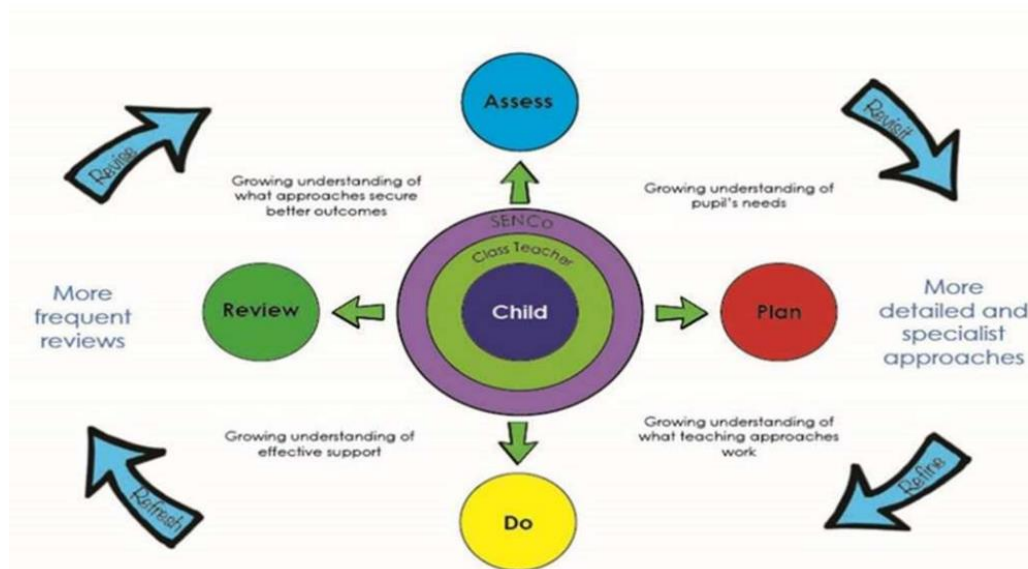
- Is at a significantly slower rate than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

A slower rate of progress and lower than expected attainment will not automatically mean a pupil is recorded as having SEND.

### 5.3 Assessing and reviewing pupils' progress towards outcomes

#### Assess, Plan, Do, Review Cycle



- We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Class teachers continually assess, plan and review their approach to ensuring that all children make progress.
- Where a pupil is experiencing difficulties working at age related expectations, despite Wave 1 support (see 5.5), teachers will first meet with parents and the Inclusion Leader to gather more information to inform teaching approaches and interventions.
- Assessments will draw on:
  - The teacher's assessment and experience of the pupil
  - Their previous progress and attainment and behaviour
  - The SENDCO's and other teachers' assessments, where relevant
  - The individual's development in comparison to their peers and national data
  - The views and experience of parents
  - The pupil's own views
  - Advice from external support services, if relevant.
- The assessment will be reviewed termly.



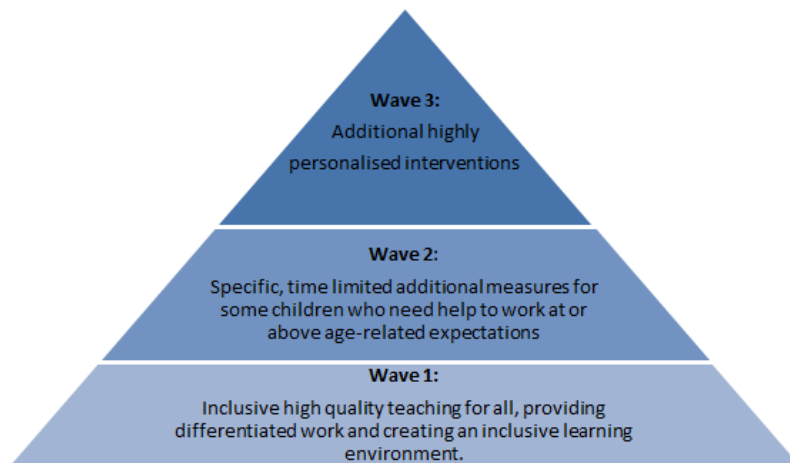


- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.  
The cycle of assess/plan/do/review will continue if the child is deemed to be making progress with the additional support and intervention and their needs can be met within the school's budget.  
If the child is maintaining good progress without support or intervention they can be removed from the SEND record of need.

#### 5.4 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The majority of children with SEND will have their needs met at school level.

There are 3 'Waves' of support:



- **Wave 1:** all class teachers provide inclusive, high-quality teaching for all children, differentiated to take account of individual learning needs

Most children's needs can be met through high quality teaching and Wave 1 support. This may involve 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. Any additional intervention or support works in conjunction with high quality teaching.

The SENDCO meets with teachers and works with support 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.

- **Wave 2:** some children require time limited targeted interventions in small groups in order to keep up with their peers and make expected progress.

These interventions may be delivered by the class teacher/HLTA/TA, overseen by the SENDCO, and may include: evidence-based catch-up programmes for numeracy, reading or writing; intervention to meet speech and language needs, fine and gross motor needs including handwriting, and social, emotional and mental health needs.

The class teacher, in consultation with parents/carers and the SENDCO will develop a Provision Plan, if needed, setting outcomes for the pupil, and recording the agreed support and review date.

This Plan will be reviewed termly by the class teacher and parents, progress towards the outcomes recorded and next steps agreed. If a child has met their outcomes, the special educational provision can be ceased through joint agreement at the review meeting with the SENDCO.

- **Wave 3:** additional, highly personalised interventions for a small percentage of children with SEND identified through our on-going assessment process.

At Wave 3, the SENDCO may ask outside professionals to provide advice, prepare a specific programme or provide direct input. This may involve:

- Intervention and support from specialist teachers of the hearing or visually impaired
- Observation, consultation or assessment by an Educational Psychologist (EP)
- An assessment and follow up support from a Speech and Language Therapist (SALT)
- An assessment by a psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- Assessment and advice from the Occupational Therapist (OT) or Physiotherapist
- Assessment and advice from Social Communication and Autism Assessment team
- Advice from other Health professionals

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, and advice and input from outside agencies, the school may apply, with parental consent, to the Local Authority of residence for a statutory assessment of their SEND. 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 formally assess a pupil's SEND, this may result in the Local Authority drawing up an Education, Health and Care Plan (EHC Plan). This may come with the allocation of additional funds to the school from the Local Authority to meet the child's needs.



When the progress of a pupil with an EHC Plan is broadly in line with local and national expectations and the support they receive is no longer necessary for them to continue to maintain progress, discussions will take place with other professionals involved and parents to consider asking the Local Authority to cease to maintain the EHC Plan.

### 5.5 Partnership with parents /Carers and pupils

The 2014 SEND Code of Practice puts children and their families at the heart of legislation.

Parents and carers aspirations and opinions are important and very welcomed.

Through SEND review meetings or termly parents' meeting children's, progress is shared with parents and carers.

Early discussion with the pupil and their parents/carers is crucial when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need
- We consider the parents'/carers' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Pupil voice is an important contribution.



### 5.6 Supporting pupils moving between phases and preparing for adulthood

- The school places a great emphasis on sharing information and providing supported, positive transitions for all children moving to and from the school.
- When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new Class Teacher



and TA have a clear understanding of the needs of all children. Provision Plans for children receiving SEND support are shared and discussed.

- We hold a 'Step up day' at the end of the summer term for children to spend the day with their new teacher.

### **Secondary transfer:**

- Our aim is for all children with SEND to be well equipped for transition to secondary school and for adult life.
- We have a secondary school information evening in the autumn term of Year 6 and offer all parents/carers a meeting to discuss transition with the Assistant Headteachers. All pupils have induction sessions at their new school.
- We welcome visits from secondary school staff to get to know our children with SEND in the familiar setting of their primary school. We invite secondary SENDCOs to the Year 6 Annual Reviews of children who have an EHC Plan.
- We will share information with the secondary school or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.
- We keep in touch with the secondary schools that our children with SEND attend, to provide any further support around transition and to hear about their progress.
- Some children may work with the Haringey Autism Outreach Team on the All About Me programme.

## **5.7 Adaptations to the curriculum and learning environment**

The St Michael's Senior Leadership Team – including the Inclusion Lead - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning which ensures that all children are able to make progress
- supporting the class teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration
- creating visually supportive, communication friendly classrooms
- providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work



- providing additional adult support from well trained and well supervised Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.



### 5.8 Additional support for learning

We have a dedicated team of Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) who are trained to deliver interventions across the school.

Our school has a wide range of links with different agencies and organisations who may provide direct support to individual or groups of children, or who may facilitate whole school improvement and staff training.

These services include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Haringey Autism Team
- CAMHS

### 5.9 Expertise and training of staff

Our SENDCO Andrea Batten is experienced in class teaching and supporting children. Andrea is allocated three days a week to manage SEND provision.

Our TAs and HLTAs receive regular training that is responsive to SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs. Teachers and support staff also undergo a rigorous performance management process where training needs are identified and supported by Senior Leaders.



### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN through:

- Ongoing monitoring of progress towards agreed outcomes by the Class Teacher and SENDCO
- Termly monitoring with SENCO, Assistant Headteacher and class teacher through termly Pupil Progress meetings
- Termly Reviews of pupils' individual progress towards their outcomes, with parents/carers, Class Teacher, other staff involved and SENDCO.
- Reviewing the impact of interventions every term.
- Annual Reviews for pupils with EHC Plans.

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Flatford Mill (Year 4) and PGL (Year 6).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- Parents and carers of children with SEND are always encouraged to visit the school in order to assess its suitability for their child's needs. You can view our Admissions Policy on our website.
- St Michael's is located on a large, multi-level site with a combination of old and new buildings that have internal staircases. Parents/carers of children with SEND are encouraged to speak to the Head of School to discuss the reasonable adjustments the school can make to include their child. Please also see our Accessibility Policy, which can be found on our website.

### **5.12 Complaints about SEN provision**

At St Michael's we are responsive to any expressions of concern made by parents/carers and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the school office to make an appointment with the SENCO. If the matter remains unresolved then an appointment should be made to see the Head of School. Parents may also ask to contact the Governor responsible for SEND, Lisa Maguire.



### **5.13 Contact details of support services for parents of pupils with SEND**

Haringey's SEND Information, Advice & Support Service (SENDIASS) for parents/carers of children with Special Educational Needs and disabilities is provided by Markfield. Information about the service and contact details can be found here: <https://markfield.org.uk/sendiaass/>

Or you can call their Reception (Open 9:30am – 5pm weekdays) 0208 802 2611

Or email: <https://markfield.org.uk/sendiaass-contact-us/>

### **5.14 The Local Authority local offer**

Haringey's local authority's local offer is published here:

<https://www.haringey.gov.uk/children-and-families/local-offer>

Jargon buster: <https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/local-offer-jargon-buster>

## **6. Monitoring Arrangements**

This policy and information report will be reviewed by Andrea Batten, SENDCO/Inclusion Leader every two years. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

## **7. Links with Other Policies and Documents**

This policy links to the following policies and documents available via our website, <https://stmichaelsn6.com/policies/> :

- School's Information Report: how we support children with Special Educational Needs or Disabilities
- St Michael's School Offer
- Safeguarding and Child Protection Policy
- Accessibility Policy
- Behaviour Policy
- Equality and Diversity Policy/Equality Information and Objectives
- Medical Policy
- Pupil Premium Strategy Statement.