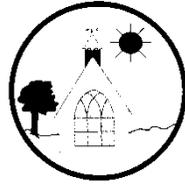


St. Michael's School Woolmer Green



Special Educational Needs and Disability (SEND) and Inclusion Policy

Vision Statement

*Our vision is to provide a broad and balanced curriculum accessible to all pupils.
This will be delivered in a secure, caring and stimulating environment to achieve high standards.
Our children will develop intellectually, spiritually and culturally through the promotion of Christian values.*

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The definition of Special Educational Needs, as outlined in the SEN Code of Practice 2014:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some point in their lives. Children fulfil the criteria if they:

- *have significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age;*
- *are under school age and fall within the definitions above or*
- *have emotional or behavioural difficulties that interfere with their ability to learn.*

Children must not be regarded as having a SEND needs solely because:

- *they have a disability;*
- *the language of their home is different from the language in which they will be taught;*
- *slow progress or low attainment or*
- *persistent disruptive or withdrawn behaviours.*

Background and Legal Context

This document was written with reference to the Children and Families Act 2014 and associated regulations, the revised Special Educational Needs Code of Practice 2014, and the SEN & Disability Act 2010 and the Special Educational Needs and Disability Regulations 2014

All schools are required to publish an 'SEND information' and 'Schools Offer' report (located on our school's website), showing the arrangements for the admission of children with SEND. (please refer to our Accessibility Plan and Equality policy)

Aims and Objectives

Every school is required to identify and address the SEND of the pupils that they support. St Michael's Woolmer Green School will:

- ✧ aim to create a broad and balanced curriculum in which all children, including those with special educational needs, can develop physically, intellectually and emotionally in order to reach their full potential.
- ✧ aim to identify needs at the earliest point and make effective provision;
- ✧ use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything that we can do to meet children and young people's SEND;
- ✧ ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND;
- ✧ identify the roles and responsibilities of staff including a designated teacher to be responsible for co-ordinating of SEND;
- ✧ ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school are making special educational provision for a child;
- ✧ ensure that our children have a voice in this process.

Identifying SEND in schools

It is our aim to identify a child with special educational needs as early as possible. The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need (see appendix).

For some children, SEND can be identified at an early age (aided by observations against the Early Years Foundation Stage Profile). For older children, identification is made through a number of assessments which could include end of Key Stage tests, optional tests, teacher assessment, standardised tests, pupil tracking systems, Value Added data and observations.

Working in partnership with parents/carers and the children themselves, is an essential part of this process.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

SEND Provision

A child that is identified as having SEND will be categorised as “SEN Support” in school.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our first step in responding to pupils who have or may have SEND is first quality teaching. Information from a wide range of sources including discussion with the pupil, parents/carers, teacher and or SENCO will be gathered to determine the needs and provision for the child.

If our assessments (including diagnostic testing in Maths and English) show that a child may have a learning difficulty, we use a range of strategies to remove any barriers to pupil achievement. The child’s teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will keep parents/ carers informed and draw upon them for additional information. The SENCO will support the teacher and if necessary make further assessments of the child’s needs. These children’s additional support is shown through our termly Provision Mapping. Following discussion with parents/carer; advice from external agencies may be sought, implemented and reviewed.

Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers. This should then help determine the support that is needed and whether something different or additional is required.

If a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Strategies employed to enable a child to progress will be recorded within an Individual Educational Plan (IEP).

If the child needs support from only one agency then a ‘Single Service Referral’ (SSR Form) is completed, however, if advice is required from more than one agency then a ‘Common Assessment Framework’ may be completed. Following the completion of the e-CAF professionals from the various agencies involved will set up ‘A Team around the Family’. The parents / carers will select a Lead Professional from the team members. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.

SEND support will be adapted or replaced depending on how effective its impact has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents / carers may consider requesting an Education, Health and Care needs assessment (refer to Chapter 9 of the Code of Practice June 2014 for further details).

Individual Support Plans

Support Plans may be written for children who require additional support to address their barriers to learning. These contain information about;

- ✧ teaching strategies to be used in class; the provision to be put in place, when the plan is to be reviewed, the outcome of the work undertaken.
- ✧ Support Plan targets should be specific, measurable, achievable, realistic, time bound (SMART);
- ✧ Support Plans will be planned, delivered and reviewed termly by the class teacher in consultation with the SENCO;
- ✧ Where provision may be delivered by a Teaching Assistant, they will be actively involved with the class teacher in evaluating targets on the Support Plans and their impact;
- ✧ Parents will be consulted as to the provision in the Support Plan and its assessment and review.
- ✧ Wherever possible, the child will also take part in the review process and be involved in setting targets.

Roles and Responsibilities

The role of the SENCO

The SENCO is Mrs Wadey, a qualified and experienced teacher, who has completed the mandatory National Award for SEN Co-ordination. The key responsibilities of the SENCO include:

- ✧ Keeping a list of current pupils with SEND regularly updated
- ✧ ensuring that the school's Provision Map is maintained and updated regularly;
- ✧ co-ordinating the provision for children with SEND;
- ✧ assessing the impact of 1:1 and group interventions;
- ✧ ensuring Support Plans are in place with targets specific, measurable and achievable;
- ✧ liaising regularly with class teachers to discuss attainment and impact of provision supporting and advising colleagues on the identification and monitoring of children with SEND;
- ✧ leading and contributing to in-service training for staff;
- ✧ liaising with and advising parents of children with SEND;
- ✧ managing the role and responsibilities of the SEND assistant;
- ✧ informing the governors of new SEND legislation and the funding needed to meet SEND throughout the school; including reporting back on how resources are used;
- ✧ reviewing the SEND policy and SEN Local Offer (SEN Information Report) in consultation with the head teacher, staff and governors;
- ✧ working with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. (See also Accessibility Plan and refer to question 11 of the Information Report).
- ✧ making any referrals to external agencies when a formal assessment of a child is deemed necessary;
- ✧ arranging the annual reviews of children with EHC plans and to invite appropriate outside agencies to make a contribution to the review;
- ✧ contributing or acting as lead professional (if appropriate) in the CAF process for children with multiple needs, co-ordinating services to work efficiently together to set targets.
- ✧ In addition, the SENCO attends regular SEND updates to further develop knowledge and understanding.

Teaching and Learning (Educational Equality and Inclusion)

Our school is committed to ensure the equality of opportunity for all of our pupils. We want children with SEND to enjoy the same level of success, achievement, opportunity and self-esteem as other pupils. Class teachers are responsible for Quality First teaching for all pupils. This includes the understanding of:

- ✧ the different learning styles of pupils;
- ✧ the different educational and behavioural needs of pupils;
- ✧ the range of different teaching approaches (including dyslexic friendly classrooms).

Teachers use a wide range of strategies to respond to children's diverse learning needs by:

- ✧ providing lessons planned to address the potential areas of difficulty and remove barriers to pupil achievement;
- ✧ setting suitable learning challenges and respond to children's diverse learning needs;
- ✧ providing support for children who need help with the four broad areas of need (see appendix 1): communication & interaction; cognition and learning; social, emotional & mental health difficulties and sensory and/ or physical needs;
- ✧ providing clear learning objectives and success criteria- with work differentiated appropriately with our "response to marking" informing the next stage of learning;
- ✧ having high expectations of all pupils, including those with SEND;
- ✧ using recommendations and advice from external agencies and on- going assessments when planning.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants external agencies.

This includes:

- ✧ consulting with and keeping the SENCO informed of any change in a child's educational, behavioural, emotional or medical need;
- ✧ implementing the teaching needs of children with an EHC plan/ statements;
- ✧ creating Support Plans for children who require additional support
- ✧ acting on advice from external agencies where appropriate
- ✧ supporting children in reaching their targets;
- ✧ updating pupils notes regularly- monitoring those children who may be cause for concern;
- ✧ liaising formally with parents/carers to discuss progress, Support Plans, reports from external agencies and any concerns. (refer to question 2 of the Information Report).

(Our inclusive approach to teaching and learning means we try to minimize the withdrawal of children from the classroom setting. However, there are occasions when working in a small group of children or in a 1:1 situation outside the classroom, may maximize their learning and enable children to reach their full potential).

The role of Teaching Assistants (TA's):

The key responsibilities of teaching assistants include:

- ✧ to be familiar with the Provision Maps and/ or Support Plans of children with SEND that they support;
- ✧ to support children with SEND according to their targets and advice from external agencies;
- ✧ to work with small groups of children during the daily literacy and maths lessons in the class setting or withdrawn for 1:1 support on programmes of intervention;
- ✧ to keep records/ observations to feedback to the class teacher on progress of individual children to enable a full assessment to be made of children with SEND;
- ✧ to support the children by encouraging independence, providing strategies to develop self-help skills;
- ✧ to be involved with the class teacher in regular assessments and in target setting;
- ✧ to be provided with plans which indicate their part in the literacy and maths lesson that week;
- ✧ to be provided with feedback on literacy and maths lessons with the teacher both informally and annotate plans to show assessment of child's progress.

The role of the Headteacher

The key responsibilities of the Headteacher include:

- ✧ informing and liaising with governors on special needs provision;
- ✧ ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development;
- ✧ ensuring that the implementation of this policy and the effect of inclusion policies as a whole are monitored and reported to governors.
- ✧ ensuring that complaints regarding SEND provision are dealt with in accordance to the LEA guidance for school-based complaints procedures;

The role of the Governing Body

The key responsibilities of the Governing Body include:

- ✧ regard to the SEN Code of Practice when carrying out their duty towards all pupils with special educational needs;
- ✧ securing the necessary provision for any pupil identified as having SEND, including those covered in the Equality policy;
- ✧ Mrs Sue Gray is our SEND Governor and is responsible for overseeing the school's provision for children with SEND at St Michael's Woolmer Green School.
- ✧ The SEND Governor works alongside the SENCO to monitor SEN provision and impact across the school.
- ✧ The SEND Governor ensures that all Governors are aware of the school's SEN provision.

Partnership with Parents

Our school works closely with parents to support pupils with SEND.

- ✧ Parents of children with SEND will be informed at each stage and will be regularly provided with school information about how to help their child at home.
- ✧ School will work in partnership with parents and children clearly setting out targets (as set out in the Support Plan) to be reviewed termly.
- ✧ School will liaise and monitor progress with parents at twice yearly Parent Consultation Meetings, and at any other appropriate time, as necessary;
- ✧ Additional meetings can be arranged to see the SENCO or support staff by appointment.

Pupil Participation

We encourage children to take responsibility for their learning and to make decisions.

- ✧ Children are involved at an age appropriate level in setting targets and to contribute during review meetings. Children are encouraged to make judgements about their own performance against targets to celebrate success and we value their opinion as to how best they can be supported in their learning.

External Support Agencies

A wide range of external agencies will be involved in assessment with the full involvement of the parents (Refer information report for list of agencies).

Parents are invited in to school to discuss and contribute to referrals being made.

All information with external professionals will be discussed with the person involved directly, or where this is not possible, in a report.

External agencies are invited into school to provide INSET for staff to support the development of Support Plans and to offer advice and training.

Management and Co-ordination

- ✧ The implementation of the policy will be undertaken by all the staff and overseen by the SENCO and the Head Teacher.
- ✧ SEN files will be kept in the SENCo's office.
- ✧ Copies of Personal Profiles/Support Plans/ Provision Map will be used as a working document by the class teacher and teaching assistants.
- ✧ A copy of The Code of Practice is also kept in the staff room for reference purposes.
- ✧ The policy will be monitored by the Head, SENCO and Subject Leaders in their planning scrutiny.
- ✧ The policy will be evaluated and reviewed by the SENCO in the first instance and then whole staff and governors.

Monitoring and Evaluation

- ✧ Each class teacher is responsible for contributing to our termly Provision Map for the children in their class who have any additional needs. The Provision Map is reviewed and updated termly and provides additional evidence of the Assess, Plan, Do, Review cycle. Regular meetings are held between the SENCO and the Headteacher to review the work of the school in this area.
- ✧ The SENCO provides staff and governors with regular updates on the impact of interventions.
- ✧ The Governing Body reviews this policy and the Accessibility Plan regularly and considers amendments in the light of new initiatives.
- ✧ The SEN Governor works alongside the SENCO to ensure the policy is being followed to deliver the planned aims stated in the policy.

Medical Conditions

Our school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with Medical Conditions 2014*'. Go to: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Allocation of Resources

Schools in Hertfordshire are allocated additional funding to meet the needs of non-statemented pupils with special educational needs.

- ✧ The SENCO works with class teachers and TA's to ensure appropriate resources are available for children with special educational needs. This could include equipment such as writing slopes, Numicon for visual aids during maths or applications for IPADS.
- ✧ The Headteacher informs the Governing body how the funding is allocated to support special educational needs provision.
- ✧ In extreme cases it is possible to apply to the local Exceptional Needs panel for additional funding. The SENCO attends termly cluster meetings looking at school's local applications.

Secondary School Liaison

Our school works closely with all settings at time of transition. We have meetings with parents before children enter the school system. Extra visits can be arranged. We also have strong links with our local secondary schools to ensure smooth transition of relevant information. We hold meetings with Year seven tutors to discuss individual children's needs (refer to Chapter 8 of the Code of Practice June 2014, Preparing for adulthood from the earliest years). This includes within school transitions.

SEN Complaints Procedures

- ✧ Should there be a complaint about the school's SEN provision the parent/carer should arrange a meeting with the class teacher and the SENCO in the first instance. It may be necessary for the SENCO to involve the Headteacher in resolving the issue. Parents can involve the SEN Governor.
- ✧ St Michael's follows the Hertfordshire County Council complaints procedure.

Other relevant documents

Disability Equality policy
Teaching and Learning policy
Behaviour policy
More Able policy
Accessibility Plan
Equality and Diversity policy
Supporting pupils at school with Medical Conditions 2014
Children's and Families Act 2014
SEND Code of Practice June 2014
Mental Health and Behaviour in schools 2014
Working hard to safeguard children in schools 2014
SEN Information Report

SEND- Special Educational Needs and Disabilities

SENCO- Special Educational Need Co-ordinator

EHC plan- Education Health Care Plan

TA- Teaching Assistant

Policy Review

This policy has been reviewed following the introduction of the revised Code of Practice. It will be monitored and reviewed on an annual basis.

Reviewed by Mrs Wadey (SENCO)

Date: November 2016

Review Date: November 2016

Appendices:

Definition of the Broad areas of need

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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

Some children and young people require special educational provision because they have 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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Reviewed: October 2016