



Special Educational Needs Policy

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This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 years and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo in liaison with the SLT, all staff, Governors and parents of pupils with SEND. This policy has been co-produced in the spirit of current reform.

Table of Contents

Aim.....	4
Values and Vision for SEND at St Michael’s C of E Primary Academy.....	4
Objectives	4
Identifying Special Educational Needs.....	5
A Graduated Approach to SEN.....	6
Identification.....	6
Parental Review	9
External Agencies.....	9
Single Page Profile.....	9
Education, Health and Care Plans.....	9
Managing Pupils Needs on the SEN Register.....	10
Criteria for Exiting the SEN Register	10
Supporting Pupils and Families.....	11
Links with Support Agencies.....	11
Admission Arrangements.....	12
Test and Assessment Arrangements.....	12
Supporting Transition	12
Supporting Pupils at School with Medical Conditions.....	13
Monitoring and Evaluation of SEND	13
Training and Resources.....	13
Accessibility.....	14
Safeguarding	14
Storing and Managing Information.....	14
Dealing with Complaints.....	14
Roles and Responsibilities.....	14

Aim

This document is a whole school policy and endeavours to convey the idea of a united school whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school climate that recognises the right of pupils with special educational needs not to stand out from their peers.

We are striving to provide an inclusive environment where equality is achieved by treating all learners differently. We believe that the “purpose of education for all children is the same but the help individual children will need will be different”. (Warnock 1978)

Meeting special educational needs can be accomplished through the provision of a special means of access to the curriculum, and by attention to the social structure and emotional climate in which the education takes place.

Values and Vision for SEND at St Michael’s C of E Primary Academy

We have an inclusive ethos where pupils are valued as they are the key to the success of the school and part of the school society and the wider community. Our objectives reflect the principles of The Equality Act and St Michael’s Admissions Policy.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy
- To provide support and advice for all staff working with SEND pupils
- To raise the aspirations of and expectations for all pupils with SEND
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self-esteem can grow
- To promote an attitude which ensures links with parents are always good and nothing is hidden from them
- To inform parents of the needs and progress of their child and to work in partnership with them
- To consider the wishes/views of the child relevant to their age and comprehension ensuring the Child’s Voice is heard and acted upon
- To ensure every teacher in St Michael’s C of E Primary Academy is a teacher of every child including those with SEND
- To develop a whole school policy for assessment - one in which the curriculum delivery removes all barriers, one where pupils know what is expected of them and one where teachers have high expectations of all pupils and care about their performance
- To request support and forge links with appropriate outside agencies that will enable children to receive the help they need quickly and effectively

Identifying Special Educational Needs

Within our school/setting we identify the needs of pupils by considering the needs of the whole child not just their special educational needs.

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

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;
- for children aged two or more, special educational provision is 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, maintained nursery schools or by relevant early years providers.

Other issues may impact on progress and attainment but do not mean a child has SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a ‘Looked After’ child by their Local Authority
- Being a child of a serviceman/woman

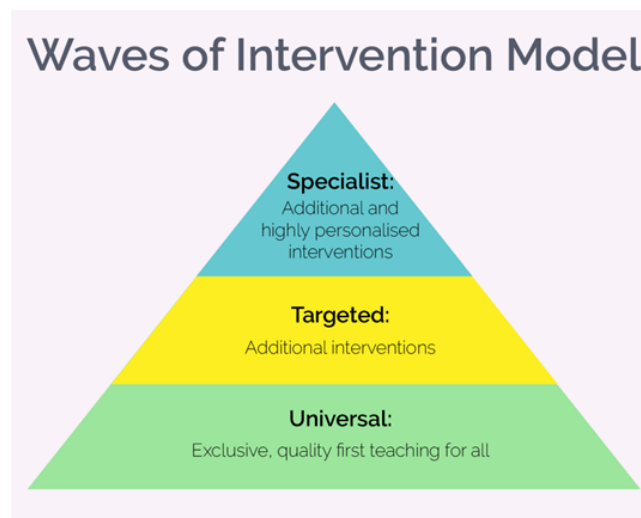
A Graduated Approach to SEN

Where a pupil is identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle 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.

Our process by which our school identifies and manages children and young people with SEN are identified if they make less than expected progress once they have had intervention, or adjustments, and good quality personalised teaching. Class 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.

Identification

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision:



We use this model as part of the assess-plan-do-review process.

Assess

The class teacher raises a concern about a pupil's rate of progress. He/she assesses the pupil against the Language, Literacy and Maths Continuum to create the pupil's profile of strengths and areas for development in order to determine the level of provision required.

Where a child is already on the SEN register, or a teacher has concerns, the first step is to complete the Language, Literacy or Maths Continuum. Quality First Teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school 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 and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Matrices are available to support the level of provision identified based on the continuum assessment and the expected rates of progress, based on the point of assessment. There is a matrix pertaining to each school term. The progress matrix is used to identify if the child is making less than expected progress.

Less than expected progress is characterised by progress 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

Our school decision around whether to make special educational provision involves the teacher and SENCO who considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Plan

An Individual Education Plan (IEP) is developed, which sets out a clear set of expected outcomes for children whose main need is cognition and learning. The IEP is created and updated as often half-terminally. The IEP is shared with the child and all adults working with the child.

Do

The Individual Target Plan is used to support the implementation of identified support.

The IEP is implemented through Quality First Teaching, targeted at the pupil's areas for development and supporting the further development of strengths. The targets are shared with the child and used as their success criteria. The pupil is informed of progress against IEP criteria through marking: how well they have done and what they need to do to improve. In subsequent lessons there is a supported opportunity for the pupil to revisit/review and practice IEP targets. The IEP is a working document-as a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP.

Review

The IEP process informs continual review. When a new IEP has been constructed, this will be as a result of the tracker being updated by highlighting and dating the targets achieved. A new IEP will then be generated, and the cycle begins again. If the progress matrix continues to indicate need, a new target plan is constructed as two or three

targets are achieved rather than waiting for a formal point of review. The child is constantly involved in the process of reviewing progress as the targets drive their daily success criteria.

The progress matrix continues to indicate the level of provision:

- No additional support – usual school pupil progress monitoring as detailed above is followed. Where less than expected progress has been made the next level of provision is made (IEP driven QFT)
- IEP(QFT) –class teacher creates a new IEP once new targets are required to support planning. At usual pupil progress monitoring points in the year, ITPs are used as evidence of progress. Where appropriate progress has been made the approach continues or level of support reduced to usual QFT strategies. Where appropriate progress has not been made, a move to the next level of provision is made (IEP plus additional support) and a formal review date is set.
- IEP(PAS) - plus additional support – class teacher, SENDCo, pupil and parents meet to review progress. ITPs are used as evidence of the maintenance of skills acquired in interventions and support put in place (e.g. where an intervention has been used the impact on progress towards end of year expectations is monitored). Where appropriate progress is made the approach continues or level of support reduced to IEP(QFT). Where appropriate progress has not been made, a move to the next level of provision is made (IEP plus specialist support) and a formal review date is set.
- IEP(PSS) plus specialist support - class teacher, SENDCo, pupil, parents and appropriate specialists, meet to review progress made and assess level of provision required to continue supporting the pupil.

Advice and support from specialist teachers, educational psychologists or other external agencies may be appropriate to further support our pupils. This will be arranged by the SENDCo with parental consent. Any advice regarding strategies and resources will be followed and reviewed to ensure the needs of the pupil are being met.

Parental Review

Review with parents will take place 3 times a year and are the responsibility of the class teacher, with support from the SENDCo as appropriate.

External Agencies

We seek advice from other colleagues from within Access to Education linked to additional aspects of assessment linked to:

- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs.

Management Plans and Care Plans may be constructed to support the needs of children with medical needs and/or a disability.

Personal Education Plan's (PEP's) detail the care and provision needed to support children who are 'looked after' by the local authority.

Children identified as having a Speech and Language need are supported by the School's Speech and Language Therapist. She delivers support to children, parents and staff so they can continue to provide support through individual or group Speech and Language Therapy Plans.

Single Page Profile

In partnership with the pupil, parents and appropriate outside agencies a one-page profile is created for children with SEND. A one-page profile provides an ongoing record of what needs have been identified and how to remove key barriers to effective learning.

Education, Health and Care Plans

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Requesting an EHC assessment

You can ask your local authority to carry out an assessment if you think your child needs an EHC plan. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors and teachers.

If they decide to carry out an assessment you may be asked for:

- any reports from your child's school or Nursery
- doctors' assessments of your child
- a letter from you about your child's needs

The local authority will tell you within 16 weeks whether an EHC plan is going to be made for your child.

Birmingham's Education, Health and Care Plan Pathway is illustrated in Section 17.

Creating an EHC Plan

1. Your local authority will create a draft EHC plan and send you a copy
2. You have 15 days to comment, including if you want to ask that your child goes to a specialist needs school
3. Your local authority has 20 weeks from the date of the assessment to give you the final EHC plan.

Managing Pupils Needs on the SEN Register

There is now a single category of support, SEN SUPPORT, so the IEP process detailed above informs our schools graduated approach. It recognises that every pupil cohort in our school will be different and ensures we provide a different profile of needs overall and ensures pupil needs are personalised.

Criteria for Exiting the SEN Register

Although in the first instance it is our intention to provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENDCo, class teacher, parents and where appropriate the pupil.

Supporting Pupils and Families

Under the Children and Families Bill 2014 local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25.

This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

To find out more about Birmingham LA's Local Offer please go to:

<https://www.birmingham.gov.uk/localoffer>

To access St Michael's C of E Primary Academy SEN Information Report, please visit our website at:

<https://www.stmich21.bham.sch.uk/key-information/sen>

Links with Support Agencies

At St Michael's CE Primary Academy, we make maximum use of all available external support agencies-these may be referred to as Specialist Support. The agencies approached will depend upon the child's needs. Parental consent, either verbal or recorded, will always be required.

Advice and support may be sought from:

- Behaviour Support Service (BSS)
- Pupil and School Support (PSS)
- Education Psychology (EPS)
- Communications/Autism Team – CAT
- Sensory Support Service HI/VI (SSS)
- Physical Difficulties Support Service (PDSS)
- Children's Advice and Support Service (CASS)
- Speech and Language Therapist (SALT)

Child health services:

- School Nurse
- School Doctor
- ADHD Nurse
- Team for Hearing Assessment
- Paediatric Eye Service
- Occupational Therapy
- Physiotherapy
- CDC-Child Development Centre
- Forward Thinking Birmingham

Admission Arrangements

Our Admission Arrangements can be found on our website:

<https://www.stmich21.bham.sch.uk/key-information/policies>

Test and Assessment Arrangements

Children with SEND may require differentiated exam and assessment arrangements e.g. modified papers and assessments, resources, environments and extended completion times. Class Teachers are skilled in differentiating tests and assessments as appropriate. Applications for modified SAT's papers are made six months before the required completion dates.

Supporting Transition

We have comprehensive transition procedures from class to class, across key stages, to St Michael's C of E Primary Academy and other Primary Schools:

- At the Early Years Foundation Stage (EYFS) the child's teacher and/or SENDCo will attend the last review and the parents and the child will be involved in planning transition arrangements along with any outside agencies involved.
- Visits to settings (home/Nursery/playgroup) and meetings will be arranged as necessary to support the transition process
- Open days encourage visits to the School/Nursery and parents/children have a taste of their new setting
- Pupils attending Reception also fill in a booklet about themselves and teachers plan activities to make transition as stress free as possible for both child and parent
- Photo Books are sent home for the child to look at over the holidays. These may have photos of their teachers, TA's, lunchtime supervisor, classroom etc
- If a child has been identified as having SEND, both the SENDCo and the class teacher of the receiving school will be invited to the last review along with parents and any outside agencies involved in order to plan for a smooth transition between infants and juniors
- When a child with SEND moves to a new school, all records are transferred to the new school before the child starts
- All pupils have experience of their new school through a planned timetable of visits at the end of Year 6. This is to alleviate any concerns and acclimatise the pupils to their new school
- Children are introduced to their new teachers and staff and write to existing pupils who tell them all about their new school

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school 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 (SEN) 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 is followed.

There are arrangements in place in our school to support pupils with medical conditions. Please refer to our Medical Needs Policy which can be found in the Policies section of our school website.

Monitoring and Evaluation of SEND

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits, parent views, pupils' views and the views of our staff. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils

The school's SENDCo regularly attends the SENDCO network meetings in order to keep up to date with local and national developments in SEND.

Accessibility

St Michael's C of E Primary Academy Accessibility Plan is reviewed every three years. This document can be accessed via the school's website:

Safeguarding

The School's Behaviour Policy, Anti-bullying Policy, our school ethos, the values in our School Charter and high expectations of good behaviour reduce the risk of bullying of vulnerable learners throughout our school. You can access these policies and the school Safeguarding Policy on the school website.

Storing and Managing Information

SEN documents on hard copy are transferred to the child's new school, if a child moves to a new school. Signed forms are kept by both schools to confirm this process. Electronic copies are kept in school for a period of 35 years. This corresponds with the school policy on Information Management and the school's Confidentiality Policy.

Dealing with Complaints

If a concern or difficulty is not being dealt with appropriately, even after full consultation with the professionals involved, an appointment with the SENDCo and/or Head teacher can be arranged via the Office Manager. The SEND Governor is also available, if a meeting is deemed necessary.

Roles and Responsibilities

Headteacher/Designated Safeguarding Lead:

Mr P Hynan

Deputy Headteacher

Mr D Martin

SENDCo

Mr R Soor

Named Governor for Special Needs:

Ms. R Garcha