



St Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

“St Michael’s is an inclusive school and respects and values the diversity of the Community”.

SEN Policy

Approved by the Full Governing Body: March 2018



St Michael's CE VA Primary School

Special Educational Needs Policy

St Michael's Values

- To provide a happy, safe and nurturing environment based on Christian values
- To be a school in which every pupil receives an outstanding, wide and balanced education
- To inspire a positive attitude to learning which gives each child the skills and motivation to achieve their very best
- To value the uniqueness of each member of the school community, celebrate diversity and promote inclusion
- To show respect, care and concern for each other, the wider community and the environment of which we are a part

Aims and Objectives of this Policy

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Identify pupils with special educational needs (SEN) as early as possible and to enable them to achieve their potential
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Use a graduated response to identify, assess, monitor provision and regularly review pupils' progress and needs (assess, plan, do, review)
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Definition of Special educational Needs and Provision

Special educational Needs (SEN)

'Children have special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

'Children have a learning difficulty or disability if they:

*a) have a significantly greater difficulty learning than the majority of children of the same age: or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.'*

Special Educational Provision (SEP)

'Special Educational Provision is education or training provision that is additional to, or different from that made generally for others of the same age.'

Four Categories of SEN

- **Communication and interaction**
 - Speech, language and communication needs (SCLN)
- **Cognition and Learning**
 - Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Specific Learning Difficulties (SpLD)
- **Social, Mental and Emotional Health**
 - Immature social skills or behaviour/conduct disorders
- **Sensory and/or Physical**
 - Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) or Physical Disability (PD)

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. We believe that every teacher is a teacher of every pupil and therefore has responsibility for identifying and supporting pupils with SEN.

Therefore the class teacher should:

- **Focus on outcomes for children:** Be clear about the outcomes wanted from any SEN support
- **Be responsible for meeting special educational needs:** Use the Inclusion Manager strategically to support the quality of teaching and evaluate the quality of support.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- **Involve parents in planning and reviewing progress:** Seek their views and provide regular updates on progress

Pupils' differentiated learning with appropriate resources will take place in their class (Wave 1 provision). Where necessary additional support within a small group will be provided (Wave 2 provision). In certain cases it may be necessary to plan 1:1 interventions outside of the class (Wave 3 provision).

The Inclusion Manager seeks to overcome barriers to learning and maximise effective use of resources by:

- The development and day to day operation of the SEN policy
- Determining and co-ordinating provision
- Monitoring pupil achievements
- Conducting assessments to help identify special educational need
- Providing professional guidance to colleagues
- Maintaining records
- Liaising with parents
- Liaising with external agencies including NHS services
- Liaising with the governor with responsibility for SEN
- Managing and deploying Teaching Assistants
- Reporting to the head teacher on the operation of the SEN policy

Governor with responsibility for SEN

There is a named Governor responsible for SEN in the school who meets each term with the Inclusion Manager to review our SEN provision.

Admissions

Please see our Admissions Policy.

St Michaels's Primary School operates a Graduated Approach to SEN Provision (Assess, Plan, Do, Review cycle). The school's 'core offer' details the range of provision offered by the school.

Wave 1

- Teachers regularly observe and **assess** the progress of all children and ensure that differentiated planning offers a range of tasks that meet the needs of all the children. Where expected progress is not made or specific barriers to learning are identified the class teacher will discuss additional strategies with the Inclusion Manager. This may be at the termly Pupil Progress Meetings (PPM) where the Provision Map is monitored and reviewed.
- Once identified, children's needs will be addressed through **planned** strategies put in place by the class teacher. These may be supported and **delivered** by the Teaching Assistants allocated to each class.
- These strategies will be recorded on the Provision Map and **reviewed** at least termly to determine if they have been successful in meeting the desired improvement target or if they may need to be adapted or developed further.
- At parent-teacher meetings parents will be asked to discuss their child's learning both at school and at home. Any additional support will be outlined and targets agreed so that parents can fully support their child's education at home.

Wave 2

- If Wave 1 strategies either identify additional barriers to learning or if after the **assessment** and review phase progress has not been rapid enough to meet the identified targets children may be offered interventions that are additional to the school's usual differentiated curriculum.
- This will be discussed at PPM with the Inclusion Manager who will support the class teacher to **plan** appropriate interventions.
- These may include small group support which can be **delivered** as part of the extended provision for the class, or they may be **delivered** by specialist TAs outside the classroom
- These interventions are regularly **reviewed** against the agreed targets for progress by the class teacher, TAs and the Inclusion Manager as well as at PPMs.
- Parents will be asked to contribute at parent-teacher meetings where progress, targets and support will be planned

Wave 3

- If the needs of the child are too significant or are not addressed by interventions at Wave 1 or Wave 2 there may be a need to make further **assessments** and **plan** for 1:1 interventions that can more specifically address the learning needs of the child.
- At this point the child would be named on the school's SEN list
- A Pupil Support Plan will be written in conjunction with parents, outlining long term objectives, short term objectives and provision to meet those targets using the assess, plan, do review cycle
- 1:1 interventions are carefully **planned** by the class teacher
- These interventions are **reviewed** by the class teacher and the Inclusion Manager with input from the TAs. Additional focus is given to children applying skills taught in 1:1 sessions in their learning in class.
- Parents will be updated regularly by the class teacher and at pupil support plan reviews the Inclusion Manager will also attend to support the **review** process.
- If this graduated support and planned interventions do not allow the child to make sufficient progress to be included in the differentiation and planning made for the remainder of their class the school may ask parents if they can seek support and advice from external specialists. These specialists would inform another cycle of **assess, plan, do and review**.

Education, Health and Care Plan

- Where the special educational provision required cannot reasonably be provided from within the resources normally available to mainstream providers, the school working in partnership with parents will apply for an Education, Health and Care Plan (replacing Statements).

Funding

- The school is expected to meet the needs of the majority of children with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for Exceptional Needs Funding. This application is considered at a local panel meeting and if successful taken forward to a further district panel meeting, where funding may be awarded.

Supporting pupils 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 also have SEN and an Education, Health and Care plan. Any special educational provision will be delivered under the SEN Code of Practice (2014)
- Any staff who work with children with medical conditions will have relevant training to be able to effectively support them in having full access to education.

Accessibility

- The school has an Accessibility Plan which looks to plan developments within the limitations of our Listed Building status.
- We work closely with parents of children with disabilities or medical conditions to ensure that we have put into place any strategies that will make access easier to both the building and the learning environment.
- We consult with medical and educational specialists in ensuring that the provision we offer is as inclusive as possible.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Manager. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Inclusion Manager, SLT and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts at Pupil Progress Meetings (PPM)
- value-added data for pupils receiving Wave 2 or 3 interventions or on the SEN list
- termly monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the School Development Plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Provision Plans and targets, revise provision and celebrate success.