

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

School Offer - St. Michael's Nursery and Infant School

2024/2025



SENCO – Miss. Laura Swinburne

Statutory Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) 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 (2015)
- Schools SEN Information Report Regulations (2015)

Other linked Policies and Reports

Equality Policy

Complaints Policy

The SEND Information Report

Teaching and Learning Policy

Annual Report to Governors

Introduction

At St. Michael's Nursery and Infant School, we promote excellent practice for teaching and learning in an inclusive environment which benefits all children, aiming for them to reach their full potential. As a School we aim to abide by the principle that,

'If a pupil can't learn by the way we teach, then we must teach them in the way they learn best.'

School SEND Curriculum Intent

At St. Michael's, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of multi-sensory strategies and of varied experiences;

- planning for children’s full participation in learning, and in physical and practical activities;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The aims of the special educational need and disability policy and practice at St. Michael’s are:

- To meet the requirements as set out in the SEND Code of Practice, the Equality Act 2010 and Part 3 of the Children and Families Act 2014;
- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all;
- To ensure that all children with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To have high expectations of all our children and reduce barriers to progress;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To work in cooperative partnership with the Local Authority and other outside agencies and to make clear the expectations of all partners in the process of meeting the needs of all vulnerable learners;
- To identify the roles and responsibilities of staff in providing for children’s special educational needs, in acknowledgment that all teachers are teachers of special educational needs. It is the class teachers’ responsibility to ensure that class teaching has taken into consideration the needs of all pupils;
- To enable all children to have full access to all elements of the school curriculum;

- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

Special Educational Needs Definition

At St. Michael's Nursery and Infant School, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The Code of Practice (2015) describes four broad categories of need:

Communication and Interaction

Some children have difficulties with speech, language and interaction:

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Continuum (ASC)

Cognition and Learning

Some children have difficulties with acquiring and retaining skills and knowledge and understanding concepts:

Moderate Learning Difficulties (MLD)

Specific Learning Difficulties such as dyslexia (SpLD)

Severe Learning Difficulties (SLD)

Complex Learning and Profound and Multiple Learning Difficulties (PMLD)

Social, Mental and Emotional Health

Some children have difficulties which result in challenging or withdrawn behaviours:

Social Emotional and Mental Health (SEMH)

Attention Deficit and Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

Sensory/Physical

Some children have sensory and/or physical impairments:

Visually Impaired (VI)

Hearing Impaired (HI)

Physical Disability (PD)

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

The following are not SEND but may also impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of pupil premium
- Being a looked-after child
- Being a child of serviceman/woman

A Graduated Response to SEND: Assess, Plan, Do and Review

Every Teacher is a Teacher of SEND

- 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.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.
- When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can

be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, as opposed to accessing their learning through quality first teaching alone.

The school operates a graduated response to SEND provision:

Wave 1 Quality First Teaching by all teaching staff

(Universal Provision)

Wave 2 Interventions in addition to classroom-based differentiation
(Targeted Support)

Wave 3 Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Cumbria County Council Early Help Record, an Education Health and Care Plan and or High Needs Funding.

(Targeted Support and Specialist Support).

A SEND register and a Schools Information database are kept and regularly updated to record individual support, record advice and information, and inform staff of Pupils at each wave on the graduated response.

Pupils at **Wave 2** and above have an individual ‘Support Plan’ outlining their needs and providing classroom teachers with strategies for in-class provision. Where possible, pupils will contribute their pupil voice towards their targets and goals.

The highest category of need is represented by pupils who have an Education, Health and Care Plan (EHCP). These pupils require additional resource, provided either out of the school’s own funding

or via a combination of the school's funding plus 'top-up' funding provided by the Local Authority.

We also identify groups of children who may require extra support but who do not appear on the SEND register (monitoring category). These pupils will receive targeted support in the classroom from their teachers. The SEND Impact, details of special needs interventions, staffing, staff training and procedures can be found in the school's End of Year SEND Governor's Report on the school website. This information is updated annually.

The Local Offer provided by Cumberland County Council can be found on their website at:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

SEN Support

Cycle Action relating to SEN support will follow an Assess, Plan, Do and Review model:

➤ **Assess:** Assessment data and classroom observations will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. Parents will always be invited to an early discussion to support the identification of action to improve outcomes.

The School will also use Cumberland's Core Standards to determine and identify any area of need.

Determining the Level of Support Required:

The Cumberland Core Standards are used as part of the graduated approach:

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The class teacher/s will take steps to provide strategies to support universal support and enable learning opportunities/strategies that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching preferences that needs to be applied.
- If a child is then still not able to make expected progress they should be referred to the SENCO.

Adequate progress is progress which:

- is similar to that of peers nationally starting from the same baseline;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Monitoring/reviewing of the SEND register will take place at least three times a year in line with whole school data collection.

➤ **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and

appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO. The level of support will be identified on an individual basis and in line with the school's graduated response.

➤ **Do:** SEN support will be recorded on a plan that will identify a clear set of targets and expected outcomes. The new strategies in the plan will, wherever possible, be implemented within the pupil's normal classroom setting however at times due to the nature of the intervention and to maximise learning, we ask the children to work in small groups, or in a one-to-one situation in another location within the school. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes, these actions are recorded in the 'child friendly' section of the plan.

➤ **Review:** Progress towards these outcomes will be tracked and reviewed accordingly with the parents and the pupil.



If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific

needs of a pupil; this will be in line with the school's graduated approach.

External Agencies

The SENDCO will liaise with a number of external agencies. These may include (but not limited to):

- Educational Psychology Service (EPS)
- Community Paediatric Department; West Cumberland
- Advisory Teachers e.g. Physical Disability, Specific Learning Difficulties (SpLD), Autistic Spectrum Conditions (ASC), ICT and Alternative and Augmentative Communication (ACC), Visual Impairment (VI), Hearing Support Team (HST)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Targeted Mental Health Service (TaMHs)
- Education Welfare Service
- Children Services
- Disabled Children Team
- Paediatric Audiology Services

Criteria for Exiting the SEND Register

All pupils with an EHCP will remain on the register. Children will only be removed from the SEND Register when they no longer require “additional to or different from” support in order to make sustained adequate progress over a period of 9 – 12 months. This decision is always carried out in consultation with parents / carers. The SENDCO has responsibility for the SEND register and will make this decision.

Arrangements for coordinating SEND provision:

The SENDco will hold details of all SEND support records such as the SEND register, annual reviews etc.

All staff can access the following documents:

- SEND register
- Early Help Record and Plan
- Support Plans
- Individual pupil passports
- Suggested strategies
- Outside agency interventions
- Annual Reviews
- Referrals for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or the lack of clarity around the needs of the pupil, is such that a multi-agency approach to assessing that need, and to planning provision and identifying resources, is required.

The decision to make a request for an Education, Health and Care Plan and or funding will be taken at a progress review involving parents, the class teacher/s, the SENDCO and other relevant professionals.

Parent/Carer Consultation:

A key element of the 2015 legislation is to ensure that children, young people, and their families and carers are central in the process of creating plans. This means that we have a process whereby pupils' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate the young person's wider family are also collected.

Parental involvement is actively encouraged. TAC meetings and Annual Reviews are organised around parental availability so they have the opportunity to discuss progress and be part of the planning for the year ahead. Meetings can be virtual or face to face. The SENDco is also available for scheduled appointments. Teaching staff can also have support from the team if they have SEND concerns they wish to raise with parents.

There is also effective communication through phone, emails, and letters between staff and parents; Class Dojo too. Where appropriate pupils will have a key worker, who can be a useful point of contact between home and school.

Contact between prospective parents and the SENDco is also welcome either via phone/email or meetings (face to face / virtual) to answer any questions about provision within the school.

Pupil Consultation

Pupils are actively encouraged to attend and be part of the review process (where possible). This includes discussing strengths and difficulties so that meaningful targets can be set. There will also be a discussion with the pupils about the best way teaching and support staff can support them in lessons. As part of this discussion we also consider how the pupil can develop strategies to improve independence and take responsibility for their own learning.

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 pupils may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, following the multi-agency working protocols set out in the SEND Code of Practice (2015).

Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENDco to explain

the systems and structures in place around the school's SEND provisions and practice and to discuss the needs of individual pupils.

The SENDCO attends relevant SEND courses and facilitates or signposts relevant SEND training opportunities to all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this through professional development. The Senior Leadership Team, ensure that training opportunities are matched to School Development priorities and are identified through staff Performance Management processes.

Allocation of resources

- The SENDco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The SENDCO and SEND Committee meet annually to agree on how to use funds directly related to EHC plans. The SENDCO draws up the resources bid when the school is planning for the next academic year ahead.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates SEND through the analysis of progress data each term. Learning walks, pupil conferencing, pupil book conferencing, plan monitoring, lesson observations, and the collection of stake holder views also take place

during the school year. The SEND governor monitors the SEND annual report before it is taken to the full board.

Storing and Managing Information

Information regarding students with special educational needs and disabilities is stored on the school database and a SEND needs list available to all school staff. Information is passed on to further educational establishments and professionals either by password protected documents or without identification of the child's name. Data on past students are archived until the student is 25 years of age, in compliance with national policy.

Roles and Responsibilities

Special Educational Needs and Disabilities Co-ordinator

The responsibilities of the Special Educational Needs and Disabilities Coordinator include:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs using the Cumberland Core Standards for SEND.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.

- Contributing to and, where necessary, leading the continuing professional.
 - development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body.
- In conjunction with Class Teachers liaising with parents/carers of children with SEND.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with professionals for SEND transition.
- Liaise with the Senior Management to determine the strategic development of the SEND policy and provision for students with SEND.
- Liaise with the relevant Designated Teacher (if not already SENDco) where a Child Looked After (CLA) has SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Work with the School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitor and regularly review the progress of pupils with SEND to ensure they are correctly placed on the SEND register.
- Liaise with parents/carers of pupils with SEND.
- Collaborate with Curriculum Subject Leaders, and classroom staff to ensure equality of learning for all SEND pupils.
- Provide the Local Authority with necessary documents as requested.

Teachers

Every Teacher is a Teacher of SEND

- It is the class teachers' responsibility to ensure that class teaching has taken into consideration the needs of all pupils by providing an inclusive curriculum.
- Teachers are aware of the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND.
- They liaise with the SENDco to set targets and discuss the use of appropriate resources and interventions for pupils with SEND.
- The class teacher will liaise with the teaching assistant regarding individual targets and interventions.
- They respond to children's needs by involving pupils with SEND in decisions about their learning.
- They respond to parent concerns and liaise closely with them to offer advice on reinforcement activities to maximise progress.

Teaching Assistants & Support Staff

- Teaching assistants are aware of the school's SEND policy procedures for identifying, assessing, planning and reviewing provision for pupils with SEND. Their role includes:
 - supporting pupils in their learning.
 - helping to implement interventions, recording observations of the sessions to monitor impact.
 - contributing to SEND review meetings.

Pupils

At St. Michael's Nursery and Infant School, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

- Pupils at St. Michael's work towards and strive against the 'try your best' ethos of the school
- The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting individual targets.
- Children are encouraged to make judgements about their own performance against their targets.
- We recognise success here as we do in any other aspect of school life.
- Children also have ownership of their goals and are encouraged to reflect on their achievements towards attaining their goals and beyond. This is implemented using the 'One Page Profile'.
- They are encouraged to recognise adjustments may need to be made in order to succeed and thus build on their resilience towards their outlook on the journey towards success.

The Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. This includes:
 - An annual review of the SENDCO's duties, designating sufficient administrative and support time to fulfil the responsibility in line with other important strategic roles within the school setting.

- Ensure the quality of teaching for pupils with SEND and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- Ensure the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.
 - Ensure class teachers, supported by the senior leadership team and SENDco, make regular assessments of progress for all pupils. Where pupils are falling behind, or making inadequate progress, given their age or starting point, ensure additional support is considered.

Governing body

The governing body has due regard to the Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs.

- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governors ensure that all teachers are aware of the importance of providing for these children.
- They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Admissions

The Governing Body's Admission Policy is such that all children within the defined criteria are admitted to the school without reference to ability or aptitude. Pupils who have Education Health Care Plans (EHCP), whose needs can be met at St. Michael's Nursery and Infant School, have the same rights of access as their peers.

Complaint procedures regarding SEND provision within the school

If a pupil, parent or carer is unhappy with any matter regarding SEND they should in the first instance raise their concern with the class teacher. If the problem is not resolved, reference should then be made to the SENDCO who is also the Headteacher. If satisfaction is not achieved through discussion with the Headteacher, the complaint is referred to the SEN Governor. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support.

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) is a free statutory service funded by SBC to provide information, advice and support to parents / carers and children / young people and those with SEN and Disabilities.

<https://www.kids.org.uk/contact-us>

Date of reviewed policy: Tuesday 3rd September 2024

Date when next review is due: 1st September 2025

Signed Headteacher *P. Regan* Date – 03/09/24

Signed Chair of Governors *P. O'Connell* Date – 03/09/24

Signed Lead SEND Governor *P. O'Connell* Date – 03/09/24

Signed SENCO *E. Swinburne* Date – 03/09/24