St Michael's CE Primary School
SEND and Inclusion Policy

Rooted in Faith, Growing Together

Rooted in Christian principles, we are dedicated to inspiring and nurturing every member of our community to grow as resilient, empathetic, and courageous individuals. Through a commitment to aspiration, collaboration, and kindness, we foster a love of learning, a strong moral compass, and a deep spiritual awareness. Together, we empower our children to thrive academically and spiritually, becoming compassionate agents of change who positively impact the world around them.

'The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.'
Luke 8:15



St Michael's Special Educational Needs Coordinators (SENCo) are Miss Sue Smith or Miss Grace Nuttall. Miss Smith is a qualified teacher. She can be contacted at through the school office. Information about her usual availability can be obtained from the school office, and meetings can be arranged with parents and carers.

Introduction

The whole team at St Michael's is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Inclusion Statement

At St Michael's, we are fully committed to including every child in all aspects of school life, while recognising and meeting their individual needs. This SEND policy builds on our wider Inclusion Policy, which supports every pupil's right to access a broad and balanced curriculum.

We believe that inclusive, high-quality teaching is the foundation for supporting all learners, including those with additional needs. The Governing Body is responsible for ensuring that effective, appropriate provision is in place for all pupils with SEND, enabling them to thrive and succeed.

Aims and Objectives of the Policy

Our SEND policy aims to:

- Ensure all pupils, regardless of their needs, achieve their full potential
- Embed an inclusive ethos throughout the school
- Identify pupils who may require SEND support as early as possible
- Provide tailored support through a wide range of high-quality provision
- Promote high levels of engagement and satisfaction from pupils, parents, and carers
- Foster strong communication and shared understanding with all stakeholders
- Ensure resources are allocated transparently and effectively to meet needs
- Guarantee full access to the curriculum for all pupils
- Work in partnership with external agencies and other schools to support inclusion
- Continually develop staff expertise to effectively support pupils with SEND

We understand that many children may experience additional needs at different times in their school journey. By implementing this policy, we aim to provide the right support at the right time, helping pupils overcome challenges and succeed both academically and personally.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated day-to-day responsibility for implementing this policy to the SENCo, who has Qualified Teacher Status. The governor with responsibility for SEND is Glenn Prime. The governing body receives termly reports from the SENCo and oversees strategic decisions, the use of resources, the school's SEND Information Report and its accessibility planning duties. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Adaptive Teaching with personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play an important role in supporting pupils with SEND. Their deployment is strategically planned to maximise impact on pupil outcomes. Teachers remain responsible and accountable for the progress of pupils in their class and provide clear lesson-level guidance. Teaching Assistants receive appropriate training for interventions they deliver, and the effectiveness of TA-led provision is reviewed against agreed success criteria.

The SENCo is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs

- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-school training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCo reports to Glenn Prime, the governor with responsibility for SEND, on the day-to-day management and impact of SEND provision. Termly meetings take place, and relevant information is reported to the governing body while maintaining pupil confidentiality.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

Where concerns emerge, the school will normally put appropriate classroom adaptations in place within two school weeks and monitor progress for up to six to eight weeks. If progress remains insufficient, the SENCo and class teacher will review the evidence with parents or carers and consider whether the pupil should be added to the SEND Support list. Where SEND Support is agreed, an Action Plan will normally be written within two school weeks. Action Plans will be reviewed at least once each term. Timescales may be adjusted where assessment evidence, professional advice or the pupil's circumstances indicate that earlier or more sustained action is needed.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers adapt work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

All interventions and additional in-class support will be recorded on a provision map. This will identify intended outcomes, the staff responsible, start and review dates, frequency of provision and measurable success or exit criteria. The SENCo will review the impact of provision at least termly using progress information alongside pupil, parent and teacher feedback. Provision that is not having the intended impact will be adapted or ceased.

The school will provide curriculum adjustments and specific strategies for neurodiverse learners, including pupils with autism, ADHD and dyslexia. Depending on individual need, these may include structured routines, sensory or movement breaks, visual timetables, chunked instructions, scaffolded writing frames, speech and language targets, assistive technology and alternative communication approaches. Individual reasonable adjustments

that are additional to or different from ordinarily available provision will be recorded in the pupil's Action Plan.

Where SEND affects writing, Action Plans will identify appropriate strategies such as targeted teaching sequences, explicit modelling, multisensory spelling approaches, structured planning tools, sentence stems, oral rehearsal and small-group or individual precision teaching. Progress will be monitored through writing-specific assessment and considered through the school's termly moderation processes.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or Learning Mentor LM.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Action Plan target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

The school will publish and regularly update its SEND Information Report and Accessibility Plan on the school website in line with the SEND Regulations 2014 and the Equality Act 2010. These documents explain the school's approach to SEND, contact arrangements, support for medical needs, measures to improve physical, curriculum and information access, and how provision is reviewed.

All SEND records will be managed in accordance with data protection legislation, including the UK GDPR and Data Protection Act 2018, and the school's data protection policies. Access will be limited to those with a legitimate professional need. Information will be shared lawfully and proportionately; consent will be sought where it is the appropriate basis for sharing, unless information may or must be shared without consent, including where safeguarding responsibilities apply.

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties where appropriate
- Information from health/social services
- Information from other agencies

8. TARGETS and ACTION PLANS

All pupils on our SEND Support list will have individual Action Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the Action Plan.

Strategies for pupils' progress will be recorded in individual Action Plan containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Action Plan will record only that which is different from or additional to the normal adapted curriculum, and will concentrate on three individual targets that closely match the pupil's needs. The Action Plan will be created through discussion with both the pupil and the parent or carer

8.1 REVIEWING AN ACTION PLAN

Individual Action Plans will be reviewed at least termly, with parents' or carers' and pupils' views included. Reviews will consider progress towards outcomes, the effectiveness of provision, any changed needs and agreed next steps.

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents at an Individual Action Plan review. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age

- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

Where a pupil presents with social, emotional or mental health needs, the school will use a graduated approach that may include early identification, involvement of pastoral staff or a learning mentor, a tailored wellbeing or support plan, liaison with School Nursing, CAMHS or other services where appropriate, and individual risk assessment where required. Behaviour support will be consistent with the Behaviour Policy and safeguarding procedures. SEMH provision and its outcomes will be recorded on the pupil's school record.

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP

- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

The school will plan carefully for pupils with SEND who move between classes, phases or schools. Transition arrangements may include additional visits, photographs or visual information, a transition passport summarising strengths, needs and successful strategies, meetings with receiving staff, and review of Action Plans or EHCP outcomes. For Nursery to Reception and Key Stage 2 to Key Stage 3 transitions, enhanced arrangements for identified pupils will normally begin at least six to eight weeks before transfer, or earlier where need indicates.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

Parents and carers can contact Mrs Sue Smith, SENCo, at ssmith@smpsflixton.co.uk or through the school office. Meetings can be arranged at a mutually convenient time. We aim to work in partnership with parents and carers by:

ssmith@smpsflixton.co.uk so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

12. SPECIAL PROVISION

The school has the following special facilities:

The school's Accessibility Plan, published on the website, sets out how the school will improve physical access, curriculum access and access to information. Reasonable adjustments for classroom practice and statutory assessments will be made and recorded in line with the pupil's normal way of working and current Department for Education and Standards and Testing Agency guidance, with JCQ guidance followed where applicable.

- Wheelchair access;
- Disabled toilets with hand rails;
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Ramps to outside doors to allow for wheelchair access.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, and Trafford Specialist Provision.

14. LINKS WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

- Longford Park Behaviour Services
- Hearing Specialist/Decametre
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

15. INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term. .

The school maintains an annual SEND professional development plan linked to identified pupil needs and whole-school priorities, including neurodiversity, inclusive classroom practice and writing support for pupils with SEND. The SENCo audits staff knowledge and confidence annually and arranges targeted training. Training records and evidence of impact on classroom practice are retained and reported to governors.

16. RESOURCES

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

17. COMPLAINTS

Concerns about provision for a pupil with SEND should be raised in the first instance with the class teacher, SENCo or Headteacher and will be considered in line with the school's published Complaints Procedure. The Chair of Governors may become involved at the appropriate stage of that procedure. Where a disagreement relates to an EHC needs assessment or EHC plan decision, parents and young people can seek impartial advice from SENDIASS, contact the Local Authority's mediation adviser and, where the statutory criteria are met, appeal to the First-tier Tribunal (Special Educational Needs and Disability). Details of mediation and dispute-resolution routes are signposted in the SEND Information Report.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils

This policy will be reviewed annually by the SENCo and governing body. The review will consider outcomes for pupils with SEND, including attainment and progress; pupil and parent feedback; the quality and impact of Action Plans and provision maps; participation and inclusion; and the impact of staff professional development on classroom practice. Findings will inform the School Improvement Plan and will be shared with staff and governors.