



St Michael's

C.E. Primary School

The St Michael's Way

Special Educational Needs and Disabilities Policy (SEND)

2024-2025

Our Theologically Rooted Christian Vision

Courage to Flourish in the Love of God

'I have come that [you] may have life, and have it to the full' (John 10:10)



[Therefore],




'Be strong and courageous... the Lord your God will be with you wherever you go.' (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to flourish in the love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values.

Our Core Christian Values

<u>Value</u>	<u>Biblical texts that underpin our values</u>
	Philippians 4:13 'I can do all things through him who strengthens me.'
	John 1:5 'The light shines in the darkness, and the darkness has not overcome it.'

	<p>1 Corinthians 13:4-8 'Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth.' 1 John 1:9 'If we confess our sins, he is faithful and just and will forgive us'</p>
	<p>Proverbs 3:5-6 'Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'</p>
	<p>Hebrews 10:24 'Let us be concerned for one another, to help one another to show love and to do good.'</p>
	<p>1 Thessalonians 5:18 'Be thankful in all circumstances, for this is God's will for you'</p>

Ms Gail Joyce is the Lead for Special Educational Needs and Disabilities at our school. She is responsible for the day-to-day arrangements for children with Special Educational Needs and Disabilities (SEND). She can be contacted through the school office.

School Ethos

At St Michaels, every teacher is a teacher of SEND. We believe that it is our responsibility to enable children to flourish and become independent and confident.

Our aim is that all pupils at St. Michael's develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not just about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at St. Michael's have the right to an education which is inclusive and allows all to realise their potential.

This policy reflects the SEND Code of Practice, 0-25 guidance and should be read in conjunction with other policies in particular the school Accessibility and Equality policies.

Admission arrangements

- Please refer to the information contained on our school website.
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans (EHCP) and those without.

Purpose of the Policy

We aim to provide every child with access to a broad and balanced education whereby they can flourish within our setting.

We aim to do this by:

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the identification of pupils with SEND. Monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone. The school continues to build strong working relationships and links with external support services to fully support our pupils with SEND and aid school inclusion. These services include:
 - Pupil and School Support (PSS)
 - Educational Psychology Service (EPS)
 - Communication and Autism Team (CAT)
 - Forward Thinking Birmingham (FTB)

- Physical Disability Support Service (PDSS)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurses (SN)
- ADHD Team

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Within our school we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, however these might nevertheless impact on progress and attainment:

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being a Looked After Child

Areas of Need

Areas of need have been classified into four broad areas; however, it is recognised that individuals may have needs which cut across different areas and their needs may change over time.

- **Communication and Interaction** - children with speech, language and communication needs (SLCN) may have difficulty saying what they want to; understanding what is being said to them or understanding the social rules of communication. This can include those with Autism (ASC).
- **Cognition and Learning** – Learning difficulties are identified when a child learns at a slower rate, even with appropriate differentiation. It covers a range of needs including a moderate learning difficulty (MLD) or a severe learning difficulty (SLD) in which children are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD) affect one or more specific aspects of learning and include dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** – Behaviour which is withdrawn, challenging or disturbing may reflect underlying social, emotional or mental health difficulties. Children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or physical need** – This may include a physical disability (PD) vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment.

Graduated Approach to SEND Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND 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.' (SEND Code of Practice 2014)

As the Code of Practice suggests, pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching as described in the SEND Code of Practice. 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.

Assess- Cognition and Learning

Concerns about a pupil's rate of progress emerge through termly pupil progress meetings with the Head teacher, the Senior Leadership Team and class teacher. Progress is assessed against age-related expectations and, in some instances, the Birmingham Literacy and Language and Maths Continuums. This enables the school to create the pupil's profile and determine the level of provision required.

Quality first teaching (QFT) and adapted teaching 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 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 SEND most frequently encountered.

Evidence brought to the pupil progress meeting is used to identify whether 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

The school decision around whether to make special educational provision involves the teacher, SENCo and Head teacher who consider all 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 plan for a pupil is developed which sets out a clear set of actions and expected outcomes for children whose main need is cognition and learning. The plan is created and updated as often as pupil progress dictates but a minimum of termly.

Do

The pupil's plan is used to support the implementation of identified support.

The plan is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The pupil is informed of

progress against outcomes through marking, how well they have done and what they need to do to improve. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

Review

Outcomes and provision are under continual review. During pupil progress meetings outcomes will be reviewed and new outcomes generated, and the cycle begins again. The child is constantly involved in the process of reviewing progress. If better than expected progress is made plans should be updated as required.

Advice and support from specialist teachers, an educational psychologist or other external agencies may be appropriate to further support our pupils. With parental consent, this will be arranged by the SENCo. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Working in partnerships with parents and carers

At St. Michael's, we believe that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

***'At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.'* (Jane Hull)**

If an assessment or referral indicates that a pupil has additional needs the parents or carers and pupil will always be consulted with regards to future provision. Parents and carers are invited, when it is considered appropriate, to attend meetings with external agencies regarding their child. They are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

Formal Review - Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year

Where a pupil is receiving SEND support, our staff will talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Our staff will meet parents at least three times a year.

These meetings, which may take place during a pupil progress meetings, will provide an opportunity for the parent or carer to share their concerns and, together with the teacher and /or the SENCo, agree their aspirations for the pupil. A copy of any relevant documentation will be given to parents.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment

This process is usually undertaken by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a school referral for an Education, Health and Care Plan will be taken after consultation with parents, teachers and other professionals.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents /carer
- Child / young person
- Teacher(s)
- SENCo
- Educational Outside Agencies
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether the child is eligible for an EHC Plan and who will assess the graduated response for the child. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk>

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, a EHC Plan may be issued by the Local Authority , if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents or carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements, or a change of provision, to be made.

SUPPORTING PUPILS AND FAMILIES

- Details of Birmingham Local Authority SEND Local Offer:
<https://www.localofferbirmingham.co.uk>
- Details of the school's SEND Information Report: [Please see school website](#)
- Details of the school's policy on managing the medical conditions of pupils: [Please see school website](#)

SUPPORTING TRANSITION

We recognise the importance of maintaining close links with all our pre-school nursery/ childcare settings and discuss children's learning needs as they transfer to our reception classes. Links are also maintained with local secondary schools, particularly with the SENCo for those children with SEND who transfer at Year 6 or any point in their school career.

Information and records are shared between schools. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school. We also provide opportunities for pupils to visit their new classrooms and class teachers during year on year in-school transition.

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 SEND, or an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits, annual sampling of views of stakeholders in conjunction with the SEND school Governor

TRAINING AND RESOURCES

Regular training and learning opportunities for staff about SEND and teaching children with SEND are provided. Staff members are kept up to date with teaching methods and strategies which will aid the progress of all pupils including those with SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo 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 SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

Links with other schools

The school works in partnership with other schools. This enables the schools to share advice, training and development activities and expertise.

ROLES AND RESPONSIBILITIES

The Local Academy Board in cooperation with the Head teacher, determines the school's general policy and approach to provision for pupils with SEND including staffing and funding arrangements. **There is a named governor for SEND- Mr Jonathan Goll**

The Head teacher- has the responsibility for day-to-day management of provision for pupils with SEND, works closely with the SENCo and ensures full staff participation in the development and implementation of the SEND policy

The SENCo has the responsibility for:

- Overseeing the day-to-day operation of the schools SEND policy
- Co-ordinating and monitoring provision for pupils with SEND
- Liaising with and advising staff
- Overseeing the records of all pupils with special educational needs
- Liaising with parents of pupils with SEND
- Liaising with external agencies and professionals
- Contributing to the in-service training of staff
- Contributing to the identification, assessment, planning, teaching and review of pupils with SEND

Class teachers have responsibility for:

- Effective inclusion of all pupils through daily quality first teaching
- Initial identification and assessment of pupils within individual classes
- Working in partnership with parents, the SENCo, teaching assistants and external agencies to support individual pupils in their classes
- Setting targets, planning programmes of work,
- Providing specific action to provide access to learning for pupils with SEND as identified in the Foundation Stage Curriculum and the National Curriculum

REVIEWING THE POLICY

This Policy is reviewed annually.

ACCESSIBILITY

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details. Please see a copy of the plan on our school website.

DEALING WITH COMPLAINTS

If a parent or carer has a complaint regarding the care or welfare of their child. information on the complaints process is available on the school website.

Policy written by: Ms G Joyce

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To be reviewed: September 2025