



Special Educational Needs and Disability (SEND) Policy

APPROVED BY FGB 11.12.2025

1. Statement of intent

St Michael's Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with special educational needs and disability (SEND) have equal entitlement to this. We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 0 – 25 (January 2015))

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- eliminate discrimination.
- promote equal opportunities.
- foster good relationships between pupils with SEND and pupils without SEND.
- The school will work with the Local Authority (LA) within the following principles, which underpin this policy:
 - The involvement of pupils and their parents/carers in decision-making
 - The early identification of pupils' needs and early intervention to support them.
 - A focus on inclusive practice and removing barriers to learning.
 - Collaboration between education, health and social care services to provide support
 - High-quality provision to meet the needs of pupils with SEND
 - Greater choice and control for pupils and their parents/carers over their support
 - Successful preparation for adulthood, including independent living and employment

The implementation of the policy is the responsibility of the Governing Body, the Headteacher and the SENDCO. The Special Educational Needs provision and all teaching staff will be monitored by the Headteacher.

School Vision

At St Michael's Primary, we intend to cultivate a nurturing environment where every child can flourish, laying the essential foundations for them to become exemplary citizens of the future.

Our aim is to uphold high standards across all educational areas, delivering an engaging and comprehensive curriculum. Through a personalised, holistic approach, we will inspire children to explore their unique talents and strengths and to become life-long learners.

We aspire for our school to be a place where diversity is celebrated, respect is paramount, and every voice is heard. We strive for a culture of collaboration, resilience, and integrity, where students feel valued, supported, and self-motivated to make a positive impact on the world around them.

Together, with our dedicated educators, engaged families, and supportive community, we are committed to creating a primary school where every child thrives academically, socially, and emotionally, and makes meaningful and positive contributions to society.

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Governance handbook and competency framework (2020)
- Health and Care Act 2022
- School admissions code 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) Keeping Children Safe in Education 2024
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Complaints Procedure Policy
- Data Protection Policy
- Equality Policy
- Health and Safety Policy

Supporting Pupils with Medical Needs Policy

- Child Protection and Safeguarding Policy
- Local offer
- Suspension and Permanent Exclusion Policy

3. Inclusion and equal opportunities

At St Michaels, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Commented [SSM1]: Should it also be attendance policy?

4. Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For this policy, a pupil is defined as having SEND if they have a:

- significantly greater difficulty in learning than most others of the same age.
- disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

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.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The school reviews how well equipped we are to provide support across the following 4 areas of SEND need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have unclear speech, they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction. As a trauma-informed school we recognise that a pupil's response to trauma can sometimes mirror the signs of Autism.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

- A wide range of needs are grouped in this area, including Specific Learning Difficulties (these impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia), Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning difficulties (which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)

The SENDCO will work with pupils, parents/carers, where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), and Profound and Multiple Learning Disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific Learning Difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

A wide range of needs are grouped in this area, including:

- Specific Learning Difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or low mood, and the school will implement the Therapeutic Approach to Behaviour to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental Health difficulties such as anxiety, depression or an eating disorder
- Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder
- Suffered adverse childhood experiences
- These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as Vision Impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment
- These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal

- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

5. Aim and Objectives

Every school is required to identify and address the SEND of the pupils that they support. The core aim of our SEND provision is to raise the aspiration and expectation for all our pupils with special educational needs and disabilities.

Objectives

- To make sure our school fully implements national legislation and guidance regarding pupils with SEND
- To endeavour to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- To ensure that every teacher is a teacher of SEND and the needs of pupils with SEND will normally be met in the mainstream classroom
- To ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND
- To follow the graduated approach outlined in the DfE's 'Special Educational Needs and Disability code of practice: 0 to 25 years' (2015)
- To ensure that our SEND pupils make accelerated progress from their starting point and achieve national expectations
- To make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers
- To implement a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To achieve high levels of satisfaction and participation from pupils, parent and carers
- To provide guidance and professional development for all staff that is specifically focussed on meeting the needs of individual pupils they support to ensure that our SEND pupils' wellbeing and mental health is supported
- To communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Commented [SP12]: Needed to be on a new line

6. Identifying SEND

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the Senior Management Team, teachers will carry out regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using one or more of the following stipulations:

- progress is significantly slower than the class average, from the same baseline
- progress does not match or better the pupil's previous rate of progress
- progress fails to close the attainment gap within the class
- the attainment gap is widened by the plateauing of progress

This may include progress in areas other than attainment, for example, wider development or social needs.

The purpose of identification of SEND is to work out what action the school needs to take to support the pupil. We identify the needs of pupils by taking a wholistic approach rather than just focusing on the special educational needs of the pupil in isolation.

We are aware of what does not constitute SEND but may impact on progress and attainment, these are:

- 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 in receipt of Pupil Premium funding
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Any concerns relating to a pupil's behaviour is seen as an underlying response to a need. We will then work to recognise and identify clearly the need so we can address and support the pupil and their family effectively. Reasonable adjustments are put in place to ensure that every effort has been made to support any challenging behaviour before any further action is required. The school's Behaviour Support Lead works closely with SMT to implement this.

Commented [SPJ3]: Might be worth adding Henley's new role in here

Identifying pupils who may have SEND

Teachers are committed to providing an inclusive environment with high-quality teaching (Wave 1) (Appendix 1) that is differentiated and personalised and strive to provide a curriculum which is accessible to, and meets the individual needs of their pupils. They are responsible and accountable for the progress and development of the pupils in their class, including where children access support from additional or specialist teachers and teaching assistants.

Teachers raise concerns about pupils who may have special educational needs despite their teaching and make a referral to the SENDCO. Key concerns, observations and approaches used to support are recorded on the Class Provision Map. All pupils, including vulnerable learners, are included on the Class Provision Map outlines and monitors all additional interventions. The provision map enables the school to:

- plan strategically to meet pupils' identified needs and track their provision
- audit how well provision matches need, highlighting any gaps, repetitive or ineffective use of resources
- cost provision effectively and demonstrate accountability for financial efficiency
- demonstrate how support and resources are deployed
- evaluate learning and teaching at whole-school and individual needs level

Some pupils who are underachieving and identified by the school to need to make accelerated progress will have access to interventions, which include small group work or specific programmes (Wave 2). This is considered a differentiation of the school curriculum rather than intervention for SEND.

7. Pupil Progress

We regularly review the quality of teaching for all pupils, particularly those at risk of underachievement. Where necessary, teachers are provided support to develop their understanding of their pupils' SEND needs and the strategies to identify and support them. The school's assessment system is used to track the attainment and progress of all pupils. The success of interventions is also tracked on a regular basis for those pupils who receive them.

Monitoring and evaluation of the provision for vulnerable learners is carried out through:

- Pupil progress tracking using school assessment data
- Individual development in comparison to their peers
- Class observations by Senior Leaders
- Involvement of SENDCO in overseeing intervention groups
- On-going assessments of intervention groups
- Scrutiny of pupil workbooks and teacher feedback
- Review of Monitoring Plans

First step in responding to pupils who may have SEND

Where a pupil is making less than expected progress, high quality teaching, that is differentiated and targeted at the pupil's area of weakness is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high- quality teaching.

Differentiation of resource, interventions including small group work, individual class support or withdrawal may be some of the approaches used to address the needs of individuals.

Where progress continues to be less than expected the class teacher, working with the SENDCO start to assess whether the pupil has a SEND through the Graduated Approach.

Graduated Approach (see Appendix 2)

When considering whether a pupil has a special educational need the school will follow the Graduated Approach and implement the 'Assess Plan Do Review' identification cycle to identify needs. This cycle is led by the teacher and supported by the SENDCO and involves:

ASSESS-PLAN-DO-REVIEW Cycle



Cycle 1 (Initial Concerns Cycle)

Assess

Teachers, supported by the SENDCO, will make a clear assessment of the pupil's needs based on their recent tracking, observations or concerns raised regarding their well-being or behaviour. Where needed, the SENDCO will provide further information e.g. carrying out diagnostic screening for Speech and Language, Dyslexia or sensory needs.

Pupils may be raised through Pupil Progress Meetings, which are held every term with the Senior Leadership Team, or the class teacher can discuss concerns directly with the SENDCO when they arise. Once the concerns have been shared the class teacher will complete an '**Initial Concerns Form**' (See Appendix 3)

Plan

Once the initial concerns form has been completed the teacher, and if requested, the SENDCO, will meet with the parent/carers to share their concerns and gather their views.

Teachers will plan and agree provision based on the class plans. However, specific learning targets, with the curriculum graded into smaller steps than is usual for most pupils, will be devised in the areas of difficulties. Clear expected outcomes and a review date will be agreed (half term/ term) to review progress. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in a pupil passport, Individual Education plan or monitoring plan.

Do

The teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the teacher, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the support and how they can be linked to classroom teaching. The SENDCO will support and oversee further assessment of the pupil's strengths and weaknesses.

Review

The pupil's progress and the impact of the provision will be monitored throughout the cycle with a review meeting with parent/carers at the end. The SENDCO will review the cycle with the teacher and may also attend this meeting.

- If the pupil responds well to the support put into place they return to the regular assessment and tracking system.
- If the pupil has made some progress then **Cycle 2** will be developed to build on this work.
- If the pupil has made less than expected progress towards the agreed outcomes then it may be considered to move from cycle 1 to the SEND register and additional outside agency support.

While the pupil is still being supported within the Initial Concerns cycle they are not part of the school SEND register.

Cycle 2

When reviewing **Cycle 1** a decision will be made as to whether enough progress has been made.

- If it is established that additional support needs to continue then new targets and provision will be set for **Cycle 2**.
- Cycle 2 will follow the same process of Assess Plan Do Review.
- During the Review stage of Cycle 2 the teacher and SENDCO, in discussion with the parent/carer, will decide whether the pupil needs continued support and/or additional support from external agencies.
- If the pupil needs continued support and/or additional support they will be added to the SEND register under the category of SEN Support, with the agreement of the Headteacher.

This Graduated Approach and its four-part cycle of 'Assess, Plan, Do and Review' is used continually to support pupils with SEND. Through this, earlier decisions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports them to make good progress and secure better outcomes.

Pupil Progress

We regularly review the quality of teaching for all pupils, particularly those at risk of underachievement. Where necessary, teachers are provided support to develop their understanding of their pupils' SEND needs and the strategies to identify and support them. The school's assessment system is used to track the attainment and progress of all pupils. The success of interventions is also tracked on a regular basis for those pupils who receive them.

Monitoring and evaluation of the provision for vulnerable learners is carried out through:

- Pupil progress tracking using school assessment data
- Individual development in comparison to their peers
- Class observations by Senior Leaders
- Involvement of SENDCO in intervention groups
- On-going assessments of intervention groups
- Scrutiny of pupil workbooks and teacher feedback
- Review of Monitoring Plans

Exceptional cases

There will be some exceptional cases when it is clear that the pupil will need to go straight onto the SEND Register as SEN Support in order to access external support.

In these cases, it might not be necessary to complete any initial concerns cycle e.g. a pupil has been given a specific diagnosis or the pupil displays significant needs. These needs will be discussed with the parents/carers before adding the pupil to the SEND Register.

Early years pupils with SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will also ensure staff listen and understand when parents/carers express concerns about their child's development. The school will listen to any concerns raised by children themselves.

The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision.
- Parents/carers are informed when the school makes special educational provision for their child

Children with specific circumstances

Looked After Children (LAC)

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the local authority.

The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC.

The designated member of staff will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL)

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the concerns they have in the classroom are due to limitations in their command of English or arise from SEND.

Needs Assessment for Education Health Care Plan (EHCP)

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- base decisions on the insights of the pupil and their parents/carers.
- set pupils challenging targets.
- track pupils' progress towards these goals.
- review additional or different provisions made for them.
- promote positive personal and social development outcomes.
- base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'SEND Code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

8. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school and meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will be responsible for:

- The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCO's are: Amy Jones (senco@stmichaels.reading.sch.uk) and Sarah Phelps-Jones (sphelps-jones@stmichaels.reading.sch.uk). They will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school and that it meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- The day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Provide professional guidance to colleagues and liaise and work with staff and parents to make sure that pupils with SEN receive appropriate support and high-quality teaching Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family. With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Commented [SPJ4]: New line needed

Teachers will be responsible for:

- Planning, providing and reviewing high quality teaching that is differentiated to meet the needs of the pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- The progress and development of every pupil in their class.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- Communicating with parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve the set outcomes; identify the responsibilities of the parent, the pupil and the school & listen to the parents' concerns and agree their aspirations for the pupil.

Teaching Assistants will be responsible for:

- Working under the direction of the class teacher and SENDCO and Family Worker
- Supporting pupils to develop their self-help and resilience when supporting pupils on a 1:1 basis
- Facilitating independent learning
- Using questioning to extend learning and creative problem-solving skills
- Carrying out the required interventions

Commented [SPJ5]: We don't have a Family Worker. Any ELSA work would be under the direction of the SENCO anyway

Parents/carers will be responsible for:

- Playing a vital role in enabling their children to achieve their potential
- Sharing key information and their knowledge and experience of their child's needs and the best ways of supporting them
- Providing support for their child's learning at home. Playing an active role in their child's education. Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

9. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents/carers of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.
- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy.

Involving pupils and parents/carers in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will update the parents termly.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Funding

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

For children in EY and Year 1, Early Intervention Funding (EIF) should be applied for if their needs cannot be met within what is currently ordinarily available. The funding lasts one year from the term in which the funding is accepted and can be reapplied for. EIF is needs led which means children do not need a formal diagnosis to access this funding. EIF is intended to assist schools to provide timely, focused interventions to support children as an alternative to a submission for an education, health and care plan (EHCP).

Commented [SPJ6]: EIF funding is no longer available

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

10. Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Creating calm learning environments
- Making lessons engaging for pupils with varying forms of SEND
- Reasonable adjustments
- Supporting emotional development

11. Promoting mental health and wellbeing

Commented [SSM7]:

The school is a trauma-informed school and will support and nurture pupils with SEND and also ensure that there is a focus on promoting pupils' resilience, confidence and ability to access the full curriculum.

Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services and support will be available where a pupil requires such provision when deemed appropriate by the school.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex needs, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil either within the class or in a Nurture Group the Small Garden.
- Nurture Group support for certain pupils with EHCPs to access English and Mathematics at their level and pace.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Individual Medical Plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

12. Level of Support

13.1 School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

13.2 Early Intervention Funding (EIF)

Pupils in Reception and Year 1 can be eligible for EIF if their needs are not being met in School-based SEN provision and further funding is needed. EIF can be used for any area of need identified. This could be in the form of resources around a specific area of identified need such as learning, sensory, speech and language or for additional adult support.

13.2 Educational Health Care (EHC) plans

The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

The school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will consider admission any pupil that names the school in an EHC plan or EHC needs assessment process following a full consultation.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school to provide a high standard of education.

Staff will be briefed about any potential concerns and a procedure will be put into place to deal with certain situations. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

On the census these pupils will be marked with the code E.

Reviewing the EHC plan

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

13. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Therapeutic Approach to Behaviour Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

14. Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the LA test for transfers into or between schools.

The key transfers are as follows:

- Early years provider to primary school
- KS1 to KS2
- Transitions to new settings
- Primary school to secondary school

15. Data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education, as part of public task and dutiful lawful basis.

The school will adhere to the Pupil Confidentiality Policy at all times.

16. Resolving disagreements

The school supports early resolution of disagreements at the informal level. Parents/carers/carers who are dissatisfied with the SEND procedures at St Michael's should first see the class teacher, and then, if necessary the Inclusion Manager or a member of the Senior Management Team. Difficulties can usually be settled informally at an early stage.

However, in very rare circumstances it may be necessary to follow the procedure set out below:

1. Informal Level from the class teacher, SENDCO then the Head Teacher
2. Formal level to the Governing Board
3. Formal Level to the LA

The name of the Chair of Governors or the Director of Children's Services will be provided to formal complainants, along with copies of any relevant documents explaining the complaints procedures.

The school's Complaints Procedures Policy will be published on the school website.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- EYFS parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

17. Publishing information

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

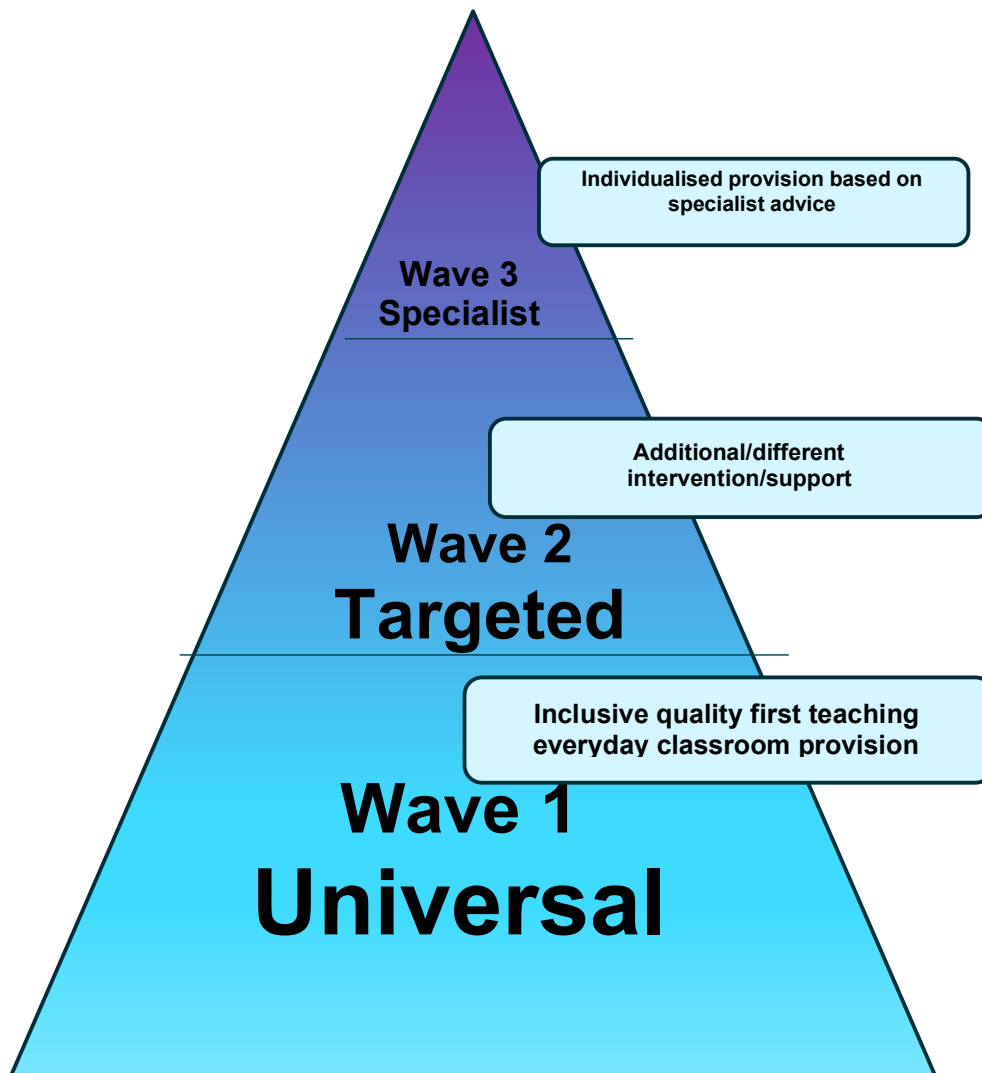
18. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.

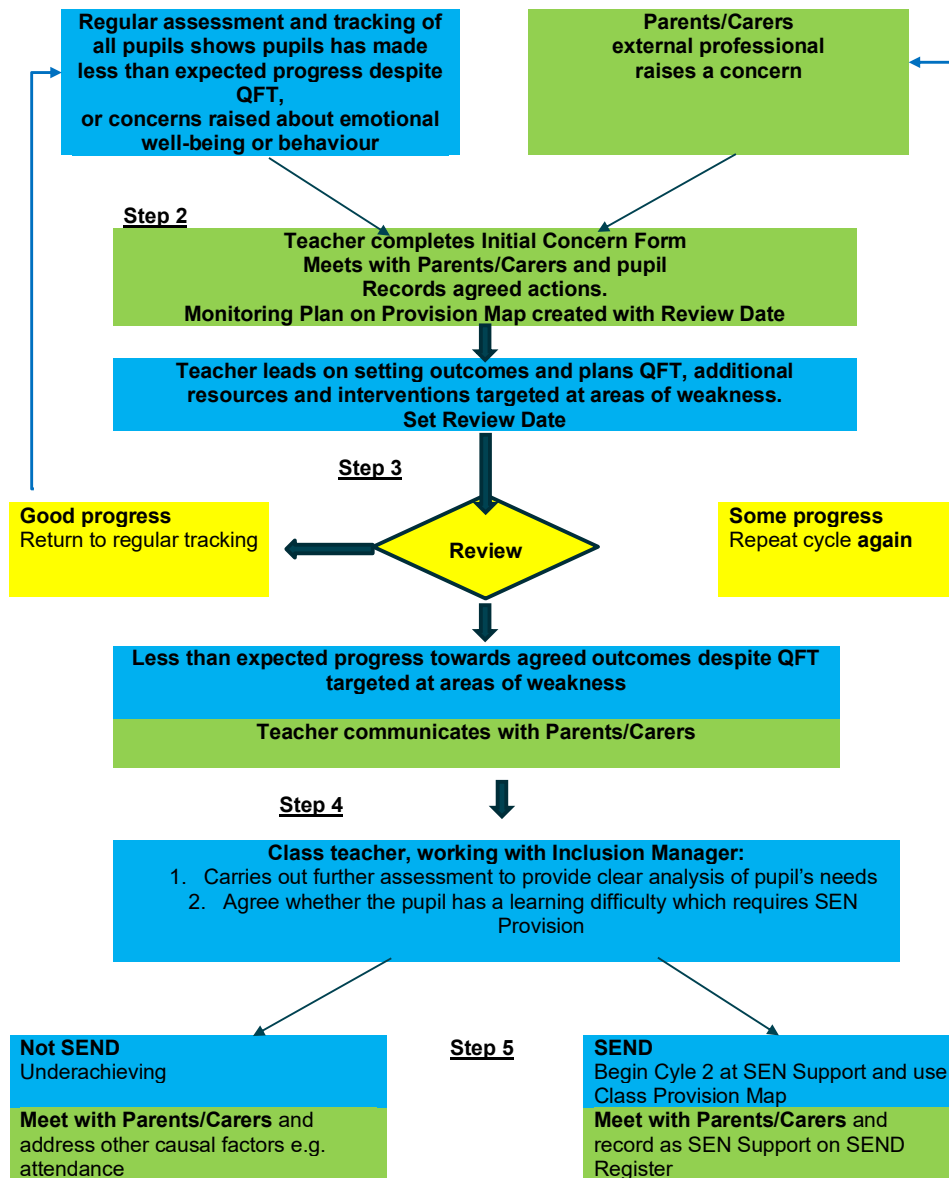
All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **December 2026**

Three Waves of Intervention



**SEN Support Identification Process-
Graduated Response: Assess - Plan - Do – Review**

Step 1

Initial Concerns Record

Name		Year Group		Class	
Teacher		EAL Stage		Attendance	
Start Date					

Concerns	
Communication and Social Interaction	
Cognition and Learning	
Social, Emotional and Mental Health	
Behaviour for Learning	Please circle as appropriate Concentration Co-operation Independence Engagement Confidence Self-esteem Organisation Self-control Add Comments:
Physical and Sensory	

Achievement & Progress						
Please tick to show current achievement						
	Working significantly below age-related expectations	Working below age-related expectations	Working within age-related expectations	Working securely at age-related expectations	Working at greater depth	Mastery
Reading						
Writing						
Maths						

Support in place
What action has already been taken through curriculum differentiation to address pupil's needs, e.g. modification to teaching approaches, classroom organisation, learning behaviour management strategies, or through provision of equipment and aids already in place, with outcomes?

- **Create Monitoring Plan in Provision Map**