



Weeton St Michael's

CHURCH of ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY OCTOBER 2023

*LIVING AND LEARNING THROUGH FAITH, HOPE AND
LOVE.*

Christian Values:

Generosity, compassion, courage, forgiveness, reverence, respect,
thankfulness, trust, perseverance, justice, service, truthfulness.

Bible reference:

“The greatest of these is love.” 1 Corinthians 13:13

Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding policies
- Remote learning policy
- Curriculum and Teaching and Learning policies
- Behaviour policy
- Staff, parent and child agreements
- Homework policy
- Marking Policy
- E-Learning policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.



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www.weeton-st-michaels.lancs.sch.uk

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

At Weeton St Michael's C of E Primary School, we are committed to meeting the special educational needs of all pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement all children are supported within the distinctively Christian ethos of the school. Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's Associate Headteacher Mrs Jo Miller and SENDCO and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A GRADUATED APPROACH TO SEND SUPPORT

Stage 1: Quality First Teaching

At Weeton St Michael's CE Primary School we ensure that each child has access to high quality, whole class first teaching. Each class teacher is a teacher of children with SEND and is responsible for ensuring that they personalise the learning for all of the children in their class. This is the first step in responding to pupils who have, or may have, SEND.

The SEND Code of Practice states that:

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014. School and colleges **must** use their best endeavours to ensure that such provision is made for those who need it.

The senior leadership team works closely with the class teachers in monitoring the progress that their pupils are making. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and determine which small group interventions may be required.

Stage 2: Additional SEND Support

If a child is identified as not making adequate progress once they have had the relevant interventions/adjustments and good quality personalised teaching then individual targets will be written for the child by the class teacher with support and advice from the SENDCo. This document will take the form of a Pupil Passport. The purpose of this is to outline the special educational provision that will be made including the frequency and duration of the support. The Passport is written with consideration to all of 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.

The pupil and their family will also be asked to contribute to the Pupil Passport. At this point the pupil would be placed on the SEND register.

Stage 3: Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

MANAGING PUPILS ON THE SEND REGISTER

All pupils on our SEND register have a Pupil Passport.

Our Pupil Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

Targets will be arrived at through:

- Discussion between teacher and SENDCo
- Discussion, wherever possible, with parents/carers and pupil
- Targets will be based on informed assessment and may include the input of outside agencies.
- Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our Pupil Passports will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of their targets. They will have a maximum of three short / medium term SMART targets set for or by the pupil.
- Progress towards targets will be monitored and evaluated regularly. New targets will be set as soon as previous ones are met to maintain continuous progress.
- Pupil Passports will specify how often additional work towards the target(s) will be covered and where evidence of progress will be found.
- Teachers will meet with parents termly to discuss progress. The SENDCo may be present at these meetings.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers

- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all SEND pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and learning needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their Pupil Passport.

The school aims to work in close partnership with parents and carers. We do so by:

- 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
- 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 or resourcing
- 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- publishing our Local Offer on the school website.

The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families. Please see the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The school's SEND Information Report also details the school's **policies** on the identification of and provision for pupils with SEND.

Admissions

Pupils with special educational needs will be admitted to Weeton St Michael's C of E Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Weeton St Michael's C of E Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCO will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

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 special educational needs (SEN) and may have a statement, or Education, Health and Care (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 the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the

time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCO.

The SENDCO will keep abreast of current research and thinking on SEND matters.

The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- Teaching assistants
- Specialist teacher support from the Inclusion and Disability Support Service (IDSS)
- Provision of resources for children as required to meet their needs
- INSET and training for SENDCO, teachers and teaching assistants

Roles and Responsibilities

The Governing Board

The SEN Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Teaching and Learning Committee receives reports at committee meetings to update progress on SEND issues,
- the SEND policy is reviewed annually,

- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

Headteacher

The head teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

The head teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the SENDCo
- discussions and consultations with pupils and parents

SENDCo

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- identifying and sourcing the CPD that will equip their colleagues with the knowledge and skills to adapt their teaching to respond to the strengths and needs of pupils with SEND
- maintenance and analysis of whole-school provision map for SEND pupils
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support

from devolved budget), that a pupil may have a special educational need which will require significant support

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- attending Lancashire County Council SENDCo network meetings and training as appropriate.
- attending cluster meetings with local SENDCos to share best practice.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for those with special educational needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

SEND Governor

The governing body has identified a governor, to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND governor meets with the SENDCo on a regular basis to discuss any SEND related issues and review the progress of children identified as having SEND.

Storing and managing information

The confidential nature of SEND information is fully recognised at Weeton St Michael's C of E Primary School. Hard copy files are stored in the Headteacher's office, whilst electronic files are stored on a password protected area of the network.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in the September 2024.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Weeton St Michaels C of E Primary School publishes its accessibility plans within its Local Offer and its Inclusion policy. These can both be found on our website www.weeton-st-michaels.lancs.sch.uk

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chairman of the Governors

Parents are informed about SENDIAS – SEND Information Advice and Support Services.

Bullying

Bullying is taken very seriously at Weeton St Michael's C of E Primary School.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Weeton St Michael's C of E Primary School endeavour to generate a culture of support and care among all pupils and staff.

To view the school's policy on anti-bullying, see the school's website at www.weeton-st-michaels.lancs.sch.uk