



Special Educational Needs and Disability Policy

Introduction

This Policy should be read in conjunction with the Special Educational Needs and Disability (SEND) Information Report which can be found on our school website.

It complies with statutory requirements laid out in the SEND Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Regulations 2014
- The Children and Families Act 2014
- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions 2017
- The National Curriculum in England primary / secondary framework document 2014
- Horton St. Michael's Safeguarding Policy (available on our website)
- Horton St. Michael's Accessibility Plan (available on our website)
- Teachers Standards 2012

It was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Aims and Objectives of the policy

In our school, every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND). We ensure that all pupils have access to a broad and balanced curriculum, receive excellent quality first teaching and progress well in relation to starting points.

Through our Special Educational Need policy and practice in this school we aim:

- To ensure that pupils with SEND make good (or accelerated) progress from their starting points.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To secure special educational provision for pupils for whom this is required, that is "additional to and different from" what is provided within the differentiated curriculum, enabling a better response to the four areas of need.

- Ensure early identification of pupils with SEND.
- To ensure that stakeholders work effectively together to provide effective support to the families of pupils with SEND.

What are special educational needs and disability (SEND)?

A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is **additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

Categories of Need

According to the SEND Code of Practice 2014, the 4 broad categories of need are:

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

Pupils' needs may fit into one or more of these categories. However, we aim where possible to identify a primary need.

What is not SEND but may impact on progress and attainment?

At Horton St. Michaels we also recognise the fact that other factors affect progress and attainment. Such as,

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Missed school time due to unforeseen circumstances eg. school closures during the current pandemic.

These factors are taken into consideration prior to referring a pupil onto our SEND register.

The Graduated approach to SEND support

Quality First Teaching

At this stage we identify (Assess) any children who make less than expected progress given their age and individual circumstances. This can be 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

If a child is identified as having additional needs, then teachers / teaching assistants (TAs) will adapt their response through quality first teaching (Plan & Do). It is the class teacher's responsibility to ensure that they make 'reasonable adjustments' for the child on a daily basis in order to increase access to the taught curriculum. This includes the differentiation of learning, support during lessons and / or personalised daily interventions. At this stage:

- The progress and attainment of all pupils (including those with SEND) is assessed by the class teacher.
- The quality of teaching and accuracy of assessments are monitored by the Headteacher and Subject Leads.
- Where interventions are used, (whether in a group or 1:1), the teacher retains responsibility for progress. However, Teachers and TAs work closely to plan and assess such interventions, ensuring they are linked to identified areas of need.

Children who do not make expected progress will be identified through whole school assessment processes and this is discussed with the SENDCO and Head teacher during pupil progress meetings (Review).

Specific Targeted Intervention

At this stage, children with more significant needs may also have more detailed, diagnostic assessments to identify (Assess) specific areas of need in addition to quality first teaching. These include:

- Understanding of receptive language: BPVS – this identifies delay in language development which may result in difficulties understanding the language of the classroom. This can be used with children as young as 3 years 9 months and therefore facilitates early intervention.
- Reading (phonics): DfE Phonics Screening checks
- Reading: Year group specific Common Exception Word Checklists
- Reading: YARK – York Assessment for Reading Comprehension
- Writing : SUAT Teacher assessment framework (TAFs)
- Spelling: SPAR standardised spelling assessments
- Spelling: Common Exception Word checklists
- Maths: Sandwell Early Numeracy Test. This provides standardised scores and identifies specific number skills that require target teaching. Follow up tests monitor the impact of teaching interventions on rate of progress.
- Maths: SUAT TAFS

- SEMH: Boxall Profile to identify any social, emotional and behavioural concerns.

Following this, they will also receive more specific, tailored interventions in addition to quality first teaching (Plan & Do). This may be on a one-to-one basis or in a small group. Targets and interventions will be reviewed and, if necessary, an outside agency referral may be made. Please refer to the SEND information report for more information on agencies that can be referred to (see below).

At all stages we follow the cycle of Assess – Plan – Do – Review.

Assess, Plan, Do, Review Cycle

ASSESS

During this part within the cycle,

- Additional / Different needs are identified through effective observations and assessments. This can be done by the class teacher, SENDCo or outside agency as appropriate.

PLAN

During this part within the cycle,

- A Pupil Plan is used to identify strengths and areas of need, to record any additional or different arrangements being made including outside agencies and to provide a brief overview of prior attainment, assessment and progress.
- SMART targets are identified which closely match assessments.
- Interventions, adjustments and support are matched closely to targets.
- Expected impact is established.
- Review dates are set.

DO

During this part within the cycle,

- The class teacher has responsibility for the provision for the child on a daily basis, where interventions are used (whether group or 1:1). The teacher still retains responsibility for progress.
- The teacher and TA work closely to plan and assess the impact of support and interventions and how they are linked to classroom teaching.
- The SENDCo supports the teacher in further assessments, identification of strengths, weaknesses and the support needed.

REVIEW

During this part within the cycle,

- The class teacher / TA reviews the effectiveness of support and intervention and its impact on progress (supported by the SENDCo if necessary).
- The teacher revises support (supported by the SENDCO if necessary).
- The teacher amends changes to support and outcomes to be achieved in consultation with parents and pupils and the SENDCo (if necessary).
- A review with parents will take place (at least three times a year). These may coincide with parents' evenings. If this is the case, then parents can be given a longer time slot.
- An annual review of progress will also be given through the school report.
- The school considers involving outside agencies if progress continues to be below expectations or if specific areas of need are identified.

Please note:

All parents are able to contact the SENDCO/class teacher at any time if they have queries or concerns between meetings.

A record of meetings will be kept showing outcomes, targets and support agreed. This will be shared with parents and a record kept in school. This will be recorded in Pupil Plans.

Pupil Plans

These follow a child-centred approach. They;

- Include a pen portrait of what the pupil enjoys and is good at, as well as things they find more difficult.
- Give details of assessments, planning and delivery of next steps/targets; recording provision and progress towards outcomes.
- Include a termly review date
- Must be signed by parents and child. A copy will be kept in school.
- Outline how additional funding is to be used.
- Include details of the involvement of any outside agencies.
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Outside Agencies

External agencies and professionals can provide more specialised assessments and advice. A referral to an outside agency is made,

- When there is clear evidence that two cycles of Assess, Plan, Do, Review have not resulted in accelerated progress.
- When there is evidence that the child may be presenting with significant difficulties in one or more areas of learning.
- To support children with specific physical needs (see SEND report).

When any referral is made, the agency will always meet with parents to discuss their concerns. These may be as a whole team around the child. **Parental involvement would be a requirement.**

For a full list of agencies, please refer to the school SEND report.

Please note:

There is no longer a free entitlement to access some support services eg. the Behaviour Support Service, or for more detailed learning assessments including for Dyslexia. School can advise and support parents who may wish to consult private providers.

Managing pupils' needs on the SEND register

Proposed SEND support will be discussed with the parent, class teacher and SENDCO. All pupils will be included in discussions and target setting where appropriate (particularly older pupils). Parents will be informed when their child enters the SEND register category. The SEND register is a list of children who require significant additional / different support in school.

Supporting pupils and their families

Please see the SEND Information report regarding;

- Admissions and Transition arrangements
- Supporting children with medical conditions
- Specialist support services for pupils
- Parent support services
- Staff training and resources
- Local Offer and Staffordshire Market Place

Accessibility

We increase and promote access for disabled pupils to the school curriculum. Please refer to our Accessibility Plan and SEND information report for more information.

Additional Roles and Responsibilities

- The School Governor with responsibility for SEND is Ms Jenine Whilock.
- Teaching Assistants are managed by Mrs L Montgomery, Head teacher through Performance Management discussions, yearly targets and regular meetings with class teachers.
- The Designated teacher with specific Safeguarding responsibility is Mrs Lesley Montgomery. The deputy designated teacher is Miss Lacey Royall. The Safeguarding Governor is Mrs Helen Stead.
- Mrs Montgomery is responsible for managing PPG/LAC funding
- The school's responsibility for meeting the medical needs of pupils is overseen by Mrs Montgomery with day to day management by class teachers and TAs as appropriate.

Contact details

The name of the SENDCO is Miss Lesley Mellor.

Please contact the school office on 01538 306278.

Email: office@hortonstmichaels.co.uk

Complaints Procedures:

See SEND Information report.

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