

*In God's love we believe and achieve*



# St. Michael's

Catholic Primary School

**SEND Policy**

## SEND Policy

### 1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St Michael's Catholic Primary School we aim to create an ethos and educational environment that is person centered and has the views and needs of the child at its heart along with their families/carers.

We also aim:

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class. Every teacher is a teacher of every child including those with special educational needs or disabilities.
- To adopt the graduated approach to ensure that all pupils with SEND are identified early, assessed and catered for within the school with high expectations for the best possible progress
- To work within a 'person centered approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

- Special Educational Needs and Disability Code of Practice 0-25 Years January 2015
- Equality Act 2010: Advice for schools DFE February 2013
- Schools SEN Information Report Regulations (2014)

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

The four broad areas identified within the SEN Code of Practice 2014 are **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties** and **Sensory and/or Physical Needs** and the children are identified largely within these areas. The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently. Although the SENDCO has overall responsibility for the identification of pupils with SEND in the school, it is recognised that other members of the teaching and pastoral staff have a key role to play in this process.

### Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO is Miss J Davies and Miss E Owens who can be contacted directly at St Michael's Catholic Primary School at 0151 424 4468.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND Governor**

The SEND Governor at St Michael's Catholic Primary is Mr M Volynchouk.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability 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

#### **4.3 The Headteacher**

The Headteacher at St Michael's Catholic Primary School is Mr P Loughran.

They will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

#### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### 4.5 A Graduated Approach to SEN Support

- The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments.
- Teachers will then consult the SENDCO to consider what else might be done - the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making 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.
  - Fails to make progress with wider development or social and emotional needs.
  - Fails to make progress in self-help, social and personal skills.
- The school will use the graduated approach as advised in the Code of Practice 0-25 Years - 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

- **ASSESS** - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.
- **PLAN** - Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.
- **DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least twice in each academic year.

## **5. SEND Information Report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Identifying pupils and assessing their needs will take place through termly pupil progress meetings and SEN reviews which will be led by the Headteacher, members of the SLT and the SENDCO.

## **5.3 Consulting and involving pupils and parents**

### **Partnership with Parents**

We recognise that parents have a critical role to play in their child's education. Therefore we are committed to an 'open door' approach and encourage liaison with parents at all times. We do this by:

- Keeping parents informed and giving support related to any decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents opportunities to play an active and valued role in their child's education.
- Encouraging parents to inform school of any difficulties they perceive their child may be having.
- Being part of the discussion to agree targets for their child.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, we endeavour to involve pupils fully in the monitoring and review process.

This is achieved through:

- Pupils being able to identify their own needs (self-assessment)
- Being able to state their own views about their education and learning.
- Being part of the termly SEN review process so they can undertake their own self-review and identify, if appropriate, their new targets.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All pupils at School Support will have termly target sheets and those at School Support+ will have a EHCP. These plans set out targets and any other provision made that is additional to and different from usual classroom provision. For pupils with Education and Health Care Plans, provision will meet the recommendations on the plan.

The SEND Support target sheet will be reviewed each term and parents and pupils views will be sought. All parties will sign their agreement to the targets and parents will be provided with a copy.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will ensure that the SENDCO or Learning Mentor will meet with the SENDCO of the

child's new school to ensure that the right provision is in place in their chosen setting and any additional transition arrangements are made e.g. extra visits.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- IDL
- Lexia
- Talk Boost
- Wellcomm
- Social and Communication Groups
- Maths Catch Up programmes

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning.**

We have teaching assistants who are trained to deliver interventions such as IDL, Wellcomm and Talk Boost.

Teaching assistants will support pupils on a 1:1 basis or in small groups when appropriate

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- CAMHS
- Educational Psychology Service
- Woodview Child Development Centre
- Halton Visual Impaired Service
- Halton Hearing Impaired Support

## **5.9 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Enhanced Provision or EHC plans

## **5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **5.11 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance then to the Headteacher and finally, if unresolved, to the SEND Governor. All complaints follow the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.12 Halton Local Offer**

Our contribution to the local offer (SEND Information Report) is available on our website in the Key Information section under SEND where there is also a link to Halton's Local Offer.

## **5.13 Further Potential lockdowns**

In the event of further school lockdowns due to pandemics the policy will be updated accordingly.

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body on an annual basis.

Signed by Mike Volynchok Chair of Governors on behalf of the Governors Spring 2026

Signed copy available from school office