

Love Determination Responsibility Respect Kindness Friendship Honesty



Special Educational Needs Policy

May 2022

This Policy will be reviewed every three years by the Curriculum Committee, or sooner in the event of a change in legislation.

Signed

Head Teacher: Rosalind Owen

Chair of Governors: Elaine S. Bardwell

Date: 25 May 2022

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following documents:

Equality Act 2010: advice for schools DfE (May 2014)

SEND Code of Practice (January 2015)

Teachers' Standards (2012)

Supporting Children with Medical Conditions (December 2015)

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1. Who to Contact

At St Michael's, the person responsible for Special Education Needs (SEN) is our SEN Coordinator (SENCO), Emma Billingham. Miss Billingham has over 10 years' experience as a SENCO and is a member of the school's Senior Leadership Team.

The Governor with oversight of SEN is George Southcombe.

Miss Billingham and George Southcombe can be contacted through the school office:

email: office.3216@st-michaels-oxf.oxon.sch.uk phone: 01865 241476

2. Our Vision and Values

St Michael's is committed to creating an environment in which every member of our school community can thrive. Our seven key values of respect, determination, responsibility, honesty, friendship, kindness and love are the foundation on which we build our community, they guide our relationships and enable us to flourish alongside each other. A great strength of our community is its diversity, this is something we celebrate, recognising that each of us is unique with individual strengths and needs.

3. Our Aims

We recognise that some of our children have SEN that require additional support. This may be throughout their time in school or for a short period to overcome temporary needs. If these children are to achieve their full potential, we must recognise this and plan accordingly. In line with the SEN Code of Practice (2015), we will use our best endeavours to ensure that children with SEN get the support they need. We will:

- Ensure that all children have, through high quality class teaching, access to a broad and balanced curriculum that is relevant and differentiated
- Have high expectations of all our children and set them ambitious targets
- Ensure the approaches we use are based on the best possible evidence and impact positively on progress
- Include SEN children in all the opportunities available to the other children in the school and make reasonable adjustments to facilitate this
- Ensure that children and their parents are actively involved in decision making throughout
- Identify, assess, record, and regularly review children's progress and needs
- Work collaboratively with the Local Authority (LA), other external professionals and support services to ensure appropriate provision for children with SEN.

4. Identifying Special Educational Needs

A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

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

Categories of Need

Children's needs and requirements fall into four broad areas:

- Communication and Interaction needs (C&I)
- Cognition and Learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and Physical Needs (S&P)

Individual children may have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and Interaction needs (C&I)

Children with communication and interaction needs, including autism, may have differences in:

- How they express themselves
- Understanding language
- Interacting with others and the world around them

Children and young people with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have difficulties with:

- fluency
- forming sounds, words or sentences (expressive language) that impacts upon their ability to produce spoken or written language
- understanding spoken language that they hear or read (receptive language)
- understanding, using and/or remembering words that they want to use

There may be a combination of these needs.

Children on the autism spectrum (ASC) cover the whole ability range. It is called a spectrum condition as it affects everyone differently. Although no two children with autism are the same, individuals may have differences in the following key areas:

- Interacting - differences in understanding social behaviour and the thoughts and feelings of others, which impacts on the development of relationships and friendships
- Communication - differences in expressing, understanding and processing language. Good verbal language skills may mask a deeper level of misunderstanding
- Processing Information - differences in planning, organisation, predicting, managing transitions and generalising skills
- Emotional Regulation – some children will need to be taught specific strategies to help them to manage strong feelings
- Children will often have a passionate interest in a chosen topic this can be a source of reassurance for them
- Sensory Processing - differences in perceiving sensory information. Hypo (low sensitivity), hyper (high sensitivity), touch, sight, hearing, smell, taste, vestibular inner ear (balance) and proprioceptive (body awareness) can cause distress or discomfort

Related conditions that sometimes accompany C&I needs or an ASC diagnosis, such as Tourette's syndrome, anxiety or Attention Deficit Disorder (ADD) may emerge or be compounded during teenage years.

Cognition and Learning (C&L)

Children with learning difficulties (LD) will learn at a slower pace than their peers, even with appropriate differentiation. This may mean children need support in all areas of the curriculum. Learning difficulties are often associated with speech and language delay. Needs in other areas can also lead to learning needs, for example an unmet hearing need may impact on a child's ability to learn at the same rate as their peers. Unmet learning needs can also impact on social development and emotional wellbeing.

Some children have specific learning difficulties (SpLD) that affect one or more specific aspects of learning and encompass a range of conditions, including:

- *Dyslexia* – primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed
- *Dyscalculia* – a specific and persistent difficulty in understanding numbers
- *Dyspraxia* - Developmental co-ordination disorder (DCD) is a condition affecting physical co-ordination that causes a child to perform less well than expected in daily activities for his or her age and appear to move clumsily

Social, emotional and mental health difficulties (SEMH)

Children and young people who have difficulties with emotional and social development may find it hard to:

- make and maintain appropriate and healthy relationships,
- regulate their emotions.

Sometimes these difficulties will present in:

- withdrawn behaviour,
- challenging, over-active or disruptive behaviour,
- being controlling.

These behaviours will be persistent and may indicate mental health issues such as anxiety or depression. It must also be recognised that behaviour is a child's first way of communicating, whether intentionally or not, that their needs are not currently being met. Children can develop SEMH needs for many reasons and they can sometimes be related to other learning needs including:

- Attention deficit hyperactive disorder (ADHD) or attention deficit disorder (ADD)
- Attachment disorder
- Autism spectrum condition (ASC)
- A pervasive developmental disorder that impacts upon their mental health and social and emotional wellbeing
- A medically unexplained condition, such as being reluctant to speak
- Sensory difficulties
- A response to an unmet need, for example, a young person who has difficulty with communicating thoughts and ideas may find inappropriate ways to express him/herself.
- A response to factors outside of the learning environment, such as early life trauma.

Sensory and Physical Needs (S&P)

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children with medical conditions

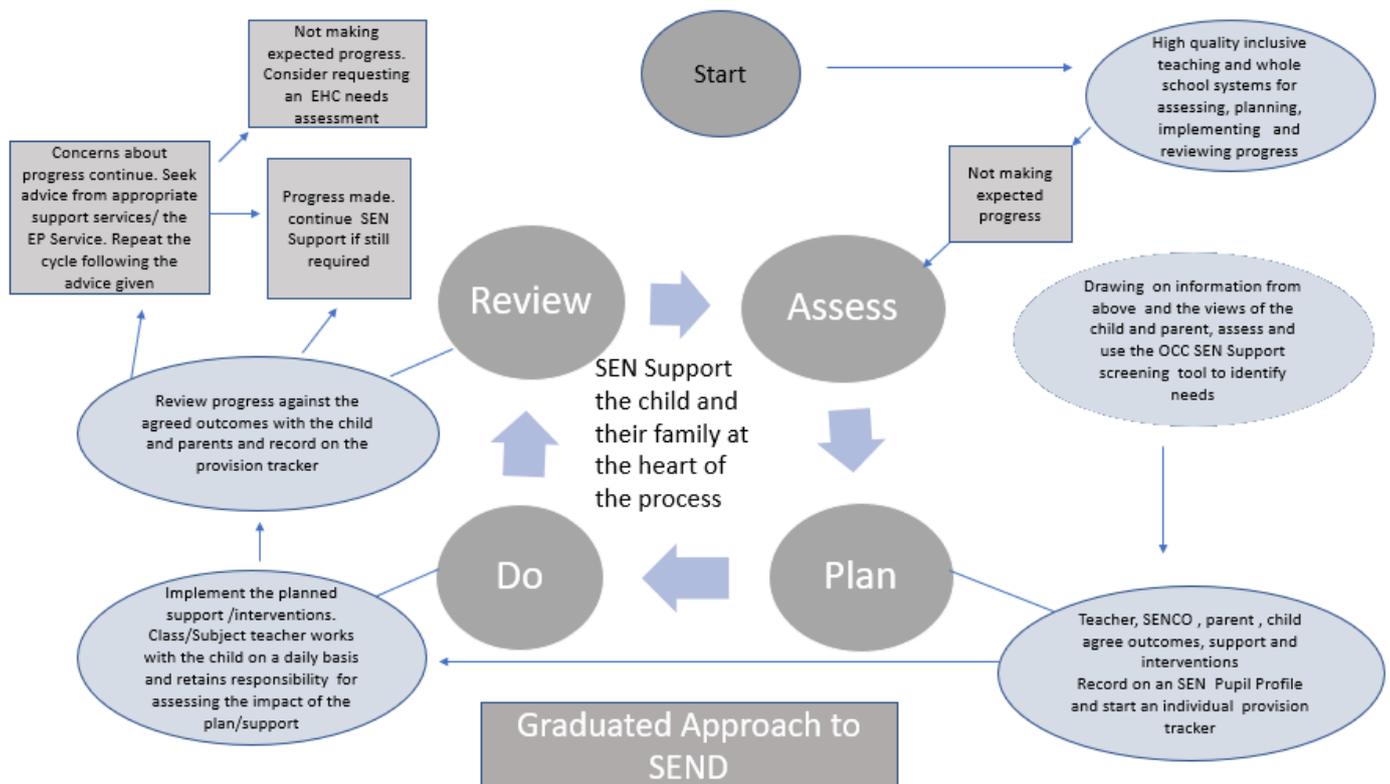
Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with a healthcare plan. School has regard for the statutory guidance supporting children at school with medical conditions (DfE, December 2015), more information is detailed in our [Supporting Children with Medical Needs Policy](#).

5. A Graduated Approach to SEN Support

1. Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching, differentiated for individual children, is the first step we take in responding to the needs of children who may have SEN. We also aim for each class to be supported by a Teaching Assistant (TA). Class teachers work with TAs to plan and deliver additional targeted support for children who need it. Classroom staff also engage in training to enhance their expertise in supporting all the children in their class.
2. Class teachers maintain a record tracking all interventions used with individual children. This 'Provision Map' is updated termly and copied to the SENCO, who has oversight of the effectiveness and cost of the additional support provided across the school.

3. Class teachers undertake regular assessments of children's progress and, where, despite well targeted support, a child is not making progress in line with their peers, teachers will seek advice from the SENCO and consider what further support strategies we can use. This can include gathering more information including specialist assessments. We use [Oxfordshire's Schools' SEN Guidance for SEN Support](#) to help us in the early identification and response to children's SEN.
4. We work with parents so that we develop a good understanding of the child's areas of strength and difficulty and gain a shared understanding of our desired outcomes for the child. At this stage the SENCO will agree with parents whether a child will be listed on the SEN Register as receiving SEN support.
5. Where appropriate, the SENCO coordinates referrals to external professionals to provide additional assessment, support and advice. These may include:
 - SENSS, who support children with communication and language, sensory needs and physical needs
 - Speech and Language support from the OWL Centre
 - Oxfordshire's Educational Psychology Service
 - Behaviour Support through Point5 Ltd
 - Domino for emotional support
 - NHS Mental Health Support Team
 - Child and Adolescent Mental Health Services (CAMHS)
 - Oxfordshire School Inclusion Team
 - NHS Speech and Language and Occupational Health Therapists
 - Local and Community Support Service
6. We implement the recommendations of external professionals, making adaptations to provide additional support for the child as necessary and review the success of these strategies against agreed outcomes.
7. Each SEN child's strengths, needs, support strategies and desired outcomes are documented on a Pupil Profile. Pupil Profiles are reviewed three times a year in meetings involving the class teacher, parents and the child, where appropriate. These meetings are in addition to Parent Consultation Meetings.
8. Where it is clear that more support is needed than we can provide with existing school resources, the SENCO works with parents to make an application for an Educational Health and Care Plan (EHCP). It can take some time for the SENCO to gather all the information required, including commissioning reports from external professionals and writing the application. (See Appendix 1 for Oxfordshire County Council's timeline for a submitted EHCP application.)
9. While an EHCP application is underway we will continue to provide as much support as we reasonably can; lack of an EHCP does not mean a child will not be adequately supported.
10. Once granted, we will implement the recommendations of the EHCP not already in place. Progress towards outcomes is reviewed using the same cycle as Pupil Profile reviews (see point 6 above). One of the three reviews is a formal Annual Review of the EHCP conducted by the SENCO.
11. Where the desired outcomes for a child receiving SEN support have been met and their attainment and progress is broadly in line with their peers, the SENCO may recommend their removal from the SEN Register. This will only be done if the parents are in agreement.

The graduated approach detailed above is in line with the 'Assess, Plan, Do, Review' cycle recommended in the SEN Code of Practice and pictured below:



6. Allocation of Resources

We receive funding for children with SEN in three main ways:

- Element 1 funding: the money allocated to pay for the basic costs for every child in the school, regardless of any SEN
- Element 2 funding: the notional SEN budget, an amount allocated based on a range of data. Each child on SEN support can be allocated up to £6,000. It should be noted that we receive far less in element 2 funding than £6,000 for each child requiring SEN support
- Element 3 funding: money paid by the LA in addition to element 1 and element 2 funding to help pay for support needed for individual children with an EHCP

The sum of the three funding streams above is well below the actual cost of full time 1:1 adult support for a child.

Our approach is to staff all classes with a teacher and at least one teaching assistant to ensure support is available for all children in the class. Some of the cost of classroom support staff is met by the element 2 and element 3 funding. These funding streams also partially pay for support from external professionals, the cost of which may also be partially met through Pupil Premium funding.

7. Training

Many of our staff have extensive experience of supporting children with a range of SEN needs. They use this knowledge, and advice from external professionals, to provide children with well targeted support in class. Staff undertake SEN training throughout the year, this may be to refresh their understanding or introduce new practices. We also share expertise in our weekly teacher and support staff meetings, discussing strategies to enhance the support we provide. The SENCO or a staff member may identify that additional training is required to support a child, in this event we will organise specialised training. All new classroom staff undertake an induction with the SENCO to explain the procedures in place to support SEN children and discuss the needs of individual children. The SENCO attends Oxfordshire County Council's SENCO network meetings.

8. Admission Arrangements

St. Michael's strives to be a fully inclusive school. All children are welcome, including those with SEN. Children with an EHCP naming St. Michael's C of E Aided Primary School will always be offered places.

9. Statutory Testing

Children are subject to statutory testing in all year groups, with the exception of Year 3 and Year 5. Where appropriate we will make adjustments to ensure no child is disadvantaged because of their SEN. This may include: sitting a test separately from the rest of the class, with 1:1 support or in a small group; providing a scribe; reading parts of the test to a child, where allowed; extra time to complete the test. Children with EHCP's are eligible for 25% extra time to complete a test, as are other children to whom specific conditions apply.

10. Transition

We have clear procedures in place when SEN children enter our school, move between classes within the school or move to new schools.

- Class teachers and the SENCO communicate with receiving schools, providing information and records about each child's needs and targets. Where possible we will facilitate visits from staff from receiving schools and arrange for SEN children to visit their new school. For children in Year 5 with an EHCP, the Annual Review will include a consideration of the secondary school best equipped to meet their needs.
- Before children join our Reception class, the class teacher will have made contact with their pre-school settings and made transition arrangements appropriate to their needs, involving the SENCO where necessary.
- SEN children are a standing item on the agenda of our weekly teacher and support staff meetings, so staff are well aware of the needs and support given to SEN children throughout the school. Near the end of each school year, class teachers meet to discuss the provision they need to have in place at the start of the new school year and ensure continuity for SEN children. Comprehensive records for each SEN child are held in the school office.

11. Monitoring and Evaluation of SEN Provision

Class teachers regularly review the effectiveness of the additional provision provided to SEN children, discussing this with the SENCO. Provision for individual SEN children is discussed with the Head Teacher in formal Pupil Progress meetings four times a year.

The progress and attainment of SEN children is discussed by the Governors and is in the remit of the Governors' Curriculum Committee, who review assessment information three times a year. The SEN Governor meets with the SENCO on a regular basis and the SENCO writes an [Annual SEN Information Report](#) which is available on the school website.

The school's Senior Leadership Team and subject coordinators assess SEN provision as part of the annual cycle of reviewing the quality of teaching and learning through lesson observations and scrutiny of planning and children's books.

We conduct an annual parent survey in which parents are asked their views on SEN provision and we take into account feedback from individuals throughout the year.

The purpose of this scrutiny is to ensure that our provision for SEN children is as effective as possible, and we aim to make improvements where we can.

12. Roles and Responsibilities

The **Governing Body**, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for children with SEN - it maintains a general overview. The governors' Curriculum Committee has oversight of SEN and George Southcombe is the Governor with responsibility for SEN.

Governors must:

- Publish information of the school's website about the implementation of the policy for children with SEN. This information is updated annually
- Ensure there is a qualified teacher designated as Special Educational Needs Coordinator (SENCO) in the school

The **Head Teacher** has responsibility for:

- overall management of the provision for children with SEN in line with this policy
- monitoring and reporting to the governors about the effectiveness of provision for SEN children

The **SENCO** is responsible for:

- co-ordinating the provision for children with SEN in line with the school's SEN Policy
- advising school staff on the identification of children with SEN, including carrying out, or facilitating, detailed assessments and observations
- supporting class teachers in devising strategies, setting targets, writing Pupil Profiles and advising on appropriate resources and materials to use with children with SEN and on the effective deployment of support staff
- engaging with parents of children with SEN, ensuring they are fully involved with and informed about provision for their child
- liaising with early years providers, other schools, outside agencies and professionals, arranging meetings, and providing a link between these agencies, class teachers and parents
- coordinating Annual Reviews for children with Education Health and Care Plans (EHCPs)
- writing EHCP applications
- coordinating referrals to appropriate outside agencies
- ensuring individual children's SEN records are accurate, comprehensive and up to date
- assisting in the monitoring and evaluation of progress of children with SEN
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools to help provide a smooth transition
- advising on the deployment of the school's SEN budget and other resources to meet children's needs effectively
- writing the annual Governors' SEN Report

Class teachers are responsible for:

- the progress and development of all children with SEN in their class, setting ambitious targets, providing high quality teaching, that anticipates and removes barriers to achievement and which allows children with SEN full access to the National Curriculum
- consulting with the SENCO for advice on assessment and strategies to support inclusion
- carefully assessing children's progress and adapting provision to ensure it children's needs are met
- implementing advice from external professionals given in meetings and reports
- writing and reviewing Pupil Profiles with SEN children and their parents in termly meetings
- deploying support staff to ensure effective support for children with SEN, including planning interventions
- recording and evaluating all interventions for children in their class and presenting this information in termly Provision Maps. A new Provision Map is completed at the end of every term
- following procedures set out in the school's SEN Policy

Teaching Assistants work as part of a team with the SENCO and the teachers, supporting children's individual needs within the class and delivering intervention programmes. They play an important role in supporting children in achieving their Pupil Profile targets and monitoring and reviewing progress with the class teacher. They should know the targets and support set out in

Pupil Profiles and professionals' reports and support children with SEN accordingly, providing feedback to teachers about children' responses to tasks and strategies.

Lunchtime supervisors are given any necessary information relating to the supervision of SEN children at lunchtime.

13.Complaints

If you are not satisfied with the SEN support your child is receiving, please speak to the class teacher in the first instance. If you need additional information, please speak to the SENCO. We have a formal complaints policy that you can find on the website and through this link: [Complaints Policy](#).

Appendix 1

