



Special Educational Needs and Disability Policy

Compliance and Rationale

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 guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Admissions Policy

This policy was created by the school's Special Educational Needs and Disability Co-ordinator (SENDCo) with the SEN Governor in liaison with the Headteacher, SLT and staff, with due regard to the input of students and parents with SEND.

At St Michael's Catholic School we believe that all children are made in the image and likeness of God. So, all children are of equal worth and should have equal access to the curriculum on offer. Our philosophy is one of inclusion. As a school we are committed to the early identification of Special Educational Needs to give the pupil the greatest possible chance of improvement. This inclusive approach also applies to children who have a disability but not necessarily a Special Educational Need. Staff will use their 'best endeavours' (SEND Code of Practice, 2015) to ensure that all pupils, regardless of their special needs, make the best progress in schools.

In compliance with the new SEND Code of Practice and SEND Reforms (2015), there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at St Michael's Catholic School. All students identified as needing additional provision will be placed on the SEND Register under one single category (this replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored using Student Support Plans. This Policy will set out our commitment to raising the aspirations and expectations for all students with SEND.

Aim

The overarching aim of this policy is to ensure the needs of the students with SEND are accurately identified and effectively met. It is our aim that all students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a. Assess students accurately, track their progress regularly and Use the most appropriate resources to support learning, ensuring that the students' literacy skills has the highest priority.
- b. Adjust provision in the light of ongoing monitoring.
- c. Ensure that all lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND.
- d. Make sure additional support is well targeted, using a blend of in-class support and withdrawal.

Objectives

Through the application of this policy we wish to:

- a. Ensure compliance with national SEND policy; most currently SEND Code of Practice 2015 and Children and Families Act 2014.
- b. Work closely with the local authority and comply with locally agreed policies and procedures.
- c. Ensure all staff implements the St Michael's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d. Ensure any prejudice or discrimination is eradicated.
- e. Ensure all students have fair access to a broad and balanced curriculum, differentiated at an appropriate level.
- f. Recognize value and celebrate students' achievements at all levels.
- g. Work as a team with parents/carers to support their child's education.
- h. Provide guidance and support to all staff, governors and parents in SEND issues.
- i. Meet the needs of all students irrespective of their barrier to learning.
- j. Provide appropriate resources, both human and material, and ensure their proper and most effective use.
- k. Involve the child or young person as much as appropriate/possible in the identification, assessment and provision planning to ensure that the student is aware that his/her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l. To provide a Special Educational Needs and Disability Co-coordinator.

Identifying Special Educational needs

A child has a special educational need if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of their peers.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as needing extra support if they are not making progress within a curriculum that:

- a. Sets suitable learning challenges;
- b. Responds to students' diverse needs;
- c. Aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our intention to fit a student into a category and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

Non SEND needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- One or Both parents are in the Armed Forces

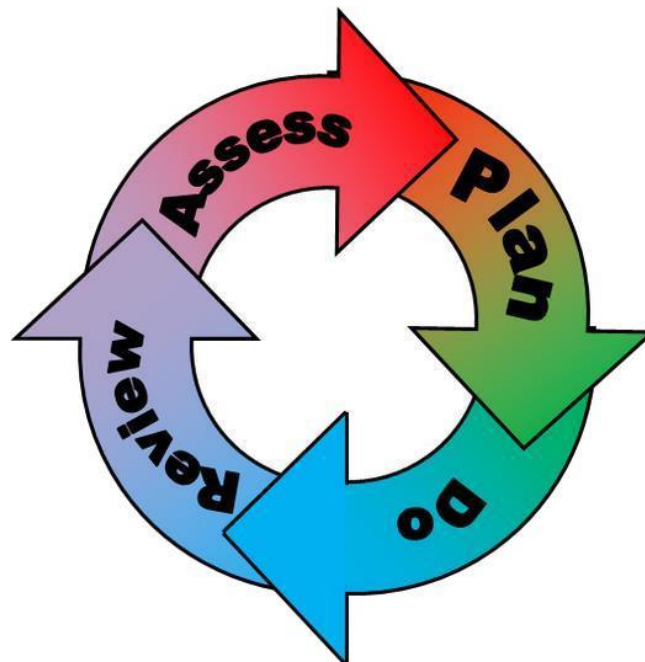
The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child or young person's behaviour will

be described as an underlying response to a need which school has recognised and identified clearly.

A Graduated Approach to SEND support.

At St Michael's Catholic School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. **'Quality First'** teaching is a priority of the school. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as SEN if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching.

In line with the Code of Practice (2015) St Michael's follows the graduated approach to SEN provision using the 'assess, plan, do and review' model. When a student is identified as having SEN a graduated approach is adopted, this is a four part cycle through which decisions and actions are regularly revisited, refined and revised building up a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes.



Assess

Students identified as having special educational needs will undergo an informal observation by the SENDCo and/or Head of Learning Support and may then go on to participate in further assessment such as the Dyslexia Portfolio.

For higher levels of need, the school draws on more specialised assessments from external agencies and professionals. Students could be assessed by one or more of the following professional:

- Educational Psychologist
- Communication and Interaction specialist teacher
- Cognition and Learning specialist teacher
- Speech and Language Therapists
- Occupational Therapists

If the school has concerns about the progress of a pupil it will notify the parents and discuss with them what strategies are being put in place to help their child. Parents will be invited to have input into how their child is to be supported.

Plan

SEND One Page Profiles and Support Plans are written for students on the register and have two main functions.

1. To record data and information regarding the student and the provision provided for them. This can be assessment data and a written account of the child or young person's history and views. It is part of a 'person centred' approach that aims to fully involve the student and parents/carers in the planning stage.
2. A communication between the SEN department and staff – it provides guidance and information to staff as to strategies to support the student.

SEND support plans are working documents that state clearly what needs have been identified, how staff can try to remove key barriers to learning effectively i.e what works for that individual student.

Do

The SEND support plan has clear outcomes that are both measurable and timebound.

If the SENDCo identifies that additional funding and support are needed from the local authority High Needs Block then the appropriate steps will be taken to apply for it. Additional funding can be used for the purchase of resources both human (specialist teacher, physiotherapist etc) or Material (assistive technology).

Review

The effectiveness and their impact on the students' progress of the support and interventions as outlined in the SEND support plan will be reviewed in line with the agreed date. Progress is reviewed by staff at least every 8 weeks. The progress is measured by tracking intervention and whole school assessment data.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents/carers. This will feedback into the analysis of the students future needs and inform next step planning.

Where a student has an Education, Health and Care Plan (EHCP) the local authority must review it a minimum of every twelve months. For this purpose an 'Annual

Review' meeting will be held with input from all parties involved in the education and wellbeing of the child young person. It is the responsibility of the SENDCo to process all relevant paperwork.

SEND Provision: Wave approach to intervention

Wave 1

Wave 1 is described as '**inclusive quality first teaching for all**' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all pupils' needs and prior learning.

Wave 2

Wave 2 is wave 1 plus additional time-limited interventions provided for some students who need to help to accelerate their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programme of small-group support carefully targeted and delivered by teachers or LSAs who have the skills to help students achieve their long term outcomes. This can occur outside but in addition to whole-class lessons or be built into mainstream lessons as part of guided work.

Wave 3

Wave 3 is wave 1 plus increasingly individualised modified curriculum programmes based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of students where it is necessary to provide highly-tailored intervention to accelerate progress or enable students to achieve their potential. This may include one-to-one or specialist small group interventions from the SEN department teaching team and bespoke interventions from the pastoral team including alternative service providers.

Exiting the SEN register

If a pupil is making sustained progress without any additional support then they are taken off the SEN register. Once removed they are placed on a 'watch list' to monitor their future progress.

It is possible to be put back on to the SEN register once removed if a further need becomes evident once again.

Supporting Students and Families

Families of students with SEND are guided towards the Buckinghamshire Family Information Service (BFIS) for more information about the Local Authority Local Offer for SEN in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.

St Michaels Catholic School has provided a link on the BFIS website to inform on our provision to families who have a child or young person with a Special Educational Need and/or Disability in line with the current requirements (Local Offer). This Link includes the SEN Policy and SEN Information Report.

Parents are signposted via the SEN Policy to Buckinghamshire Special Educational Needs and Disability Information Advice and Support Service (Bucks SEND IAS service) for information and support aimed directly at children and young people up to the age of 25 with SEND.

St Michael's Catholic School's admission arrangements form part of the Local Authorities admission arrangements for schools.

Supporting Students at School with Medical Conditions.

St Michael's Catholic School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have a Statement or EHCP which brings together health and social care needs, as well as their special educational provision.

Access Arrangements

Access arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. At St Michael's Catholic School we use key diagnostic testing (by specialist teachers) and history of need to apply to awarding bodies to enable

individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with *Access Arrangements Online*.

The SENCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at St Michael's Catholic School.

Monitoring and Evaluation of SEND Provision

The quality of provision offered to all students with SEND is continually monitored through ongoing daily, weekly, termly and ultimately annual reviews on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, Assistant Head - SENDCO, teaching staff, parents and students.

The SEN policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- The progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and personal development;
- The extent to which the aims and objectives of the policy have been met;
- How effective the SEND provision has been in relation to the resources allocated.

The policy is amended to reflect the outcomes of the evaluation.

Training and Resources

All Professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.

The Assistant Head - SENDCo may identify the SEND training needs of staff in conjunction with the Headteacher and SLT.

Newly appointed teaching and support staff undertake an induction programme which includes meeting with the SENDCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual staff/students.

The Assistant Head - SENDCo regularly attends the Local Authority SENDCo liaison network meetings

The Assistant Head - SENDCo is a qualified teacher with a great deal of experience in the field of SEN and SEMH.

There are two designated Learning Base rooms, one of which has 10 workstations. Teaching staff, support staff and outside agencies use these rooms to work with individuals or groups of students. Homework/Nurture clubs are staffed by teaching Assistants who assist students requiring help with planning or doing homework assignments.

Roles and Responsibilities

Role of the SEN Governor/Governing Body

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEND. Consequently it is their responsibility to:

- Ensure the necessary provision is made for students with SEND;
- Determine the school's general policy and approach to students with SEND in co-operation with the Principal and SENDCo;
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND;
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;

- Ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body;
- Ensure that parents are notified of a decision by the school to make SEND provision for their child;
- Ensure that students with SEN are included as far as possible into the activities of the school.

Additional Roles and Responsibilities

- There is a whole school SENDCo who is also a member of the Senior Leadership team, (Caren Urbani) who leads on Inclusion and SEND. The department has a Whole School SEN Administrator, Amanda Hide, who is the first point of contact for SEN enquiries.
- There are three teams of Learning Support assistants, one at the Primary School and one in the Secondary School, Wycombe and one in the Secondary School, Aylesbury. Each team is well led by trained and experienced staff: the Interventions Co-ordinator in Primary, Angela Cipko and Amanda Hide at the Secondary School in Wycombe and SEN Lead Practitioner/SENCo Matt Dixon in Aylesbury.
- The teams of LSA's on each site assist the teachers in the classroom and although they are primarily employed to support those with an EHCP, they will also support any child with SEN as directed by the teacher.
- On the Secondary site in Wycombe and in Aylesbury there are a number of post holders who support the Assistant Head – SENDCo and the SEN Administrator in co-ordinating the interventions on offer for students with SEN needs.
 - o Interventions Co-ordinator at the Secondary site Wycombe – Rachel McNally
 - o EAL Co-ordinator at Wycombe – Taylor Gannon
 - o Head of Inclusion at Wycombe – Rosie Boyce
 - o Interventions Co-ordinator at Aylesbury – Dave Underhill

Storing and Managing Information

- Documents are stored securely in the Learning Support bases. SEND documents are kept until the pupil is 21. Once this time has elapsed any documents with the pupils name on them are shredded.
- The school is careful to maintain the confidentiality of information that is stored about pupils.

Reviewing the SEN Policy

The policy is to be reviewed by the Governors and SLT in consultation with parents on an annual basis.

Accessibility

- St. Michael's aims to produce accessibility plans St Michael's aims to produce accessibility plans for the school and the LA is under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Where we need to make a reasonable adjustment to remove a barrier to learning we will do so. For example some classrooms in the Primary Phase have sound field equipment for the hearing impaired. As pupil needs arise we will respond to those needs.
- The school curriculum is tailored to meet the needs of disabled pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school has taken steps to ensure that disabled pupils can physically access the school. We have a wheelchair ramp and have ensured that the school provides disabled toilets. Improvements are constantly being made to the physical environment of the school and physical aids to access education.
- Where necessary disabled pupils are provided with modified versions of documents that they need in order to access the curriculum. Written information that is normally provided by the school to its pupils is available to disabled pupils. Examples include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. Parents can contact school staff on 01494 535196

Contacts

The Assistant Head SENDCo is Caren Urbani

01494 535196 curbani@stmichaelscs.org

Lead Administrator for Learning Support – Amanda Hide ahide@stmichaelscs.org

SEN Lead Practitioner/SENCo Aylesbury Secondary is Matt Dixon
mdixon@stmichaelscs.org

SEN Lead Practitioner/Head of Key Stage One Primary is Suzanne Faiers
sfaiers@stmichaelscs.org

SEND Secondary Interventions Lead Aylesbury is Dave Underhill
dunderhill@stmichaelscs.org

SEND Secondary Interventions Lead Wycombe is Rachel McNally
rmacnally@bucksgfl.org.uk

SEND Primary Interventions Lead/SEN Administrator Primary is Angela Cipko
acipko@stmichaelscs.org

Complaints Procedure

Contact the school <http://www.stmichaels.bucks.sch.uk/contact-us.html>

Email: office@stmichaelscs.org (marked FAO Whole School SENCo)

Bullying

The school is proactive in preventing the bullying of any pupil. Visitors to the school will comment on how friendly and welcoming the pupils are. Our school is an inclusive school. The school has an anti-bullying policy, this is to be found on the School website. <https://www.stmichaels.bucks.sch.uk/our-school/policies/>

Appendices

The SEN annual report is to be found at the web address below, taken from the school website.

<https://www.stmichaels.bucks.sch.uk/our-school/policies/>

Policy Agreed

10th October 2019

(Signed – Chair of Governors)

October 20 2019

