



St Michael's School

## **Special Educational Needs Policy**

**SCOPE: This policy applies to all children, including those within the EYFS.**

### **Introduction**

As an independent school St Michael's School is not obliged to comply with the Special Educational Needs Code of practice 2014 issued by the DFE, other than in the matters of placement and provision for pupils with Education Health Care Plans. In response to SEND (2014), St. Michael's has developed its SEN provision to ensure that focused support is given to pupils with significant learning difficulties or disabilities. The school will provide Individual Support Plans ISP's for any pupil with significant learning difficulties or disabilities, identified as having Special Educational Needs. It also ensures that its admissions, discipline and other procedures (e.g. arrangements for school visits and examinations) take into account pupils' needs.

Parents are consulted and informed about all decisions relating to their child. Therefore referral, assessment, identification and remediation, supported by monitoring and regular reviews, form part of support for SEN pupils, with the ultimate aim that the children will return to mainstream learning within the classroom.

### **Aims**

St Michael's School aims to provide a curriculum suitable for each child's ability and stage of development. Within this framework pupils with Special Educational Needs (SEN) are given support to enable them to benefit as fully as possible from the mainstream curriculum of the School.

NB Children with Special Educational needs does not only refer to a pupil with an EHC Plan

### **Planning and Teaching**

The Special Educational Needs Co-ordinator (SENCo) tailors support where possible to long term planning for the year, medium planning for the term and short term planning for the week. Class or subject teachers, where appropriate, will provide the SENCo with weekly plans and the SENCo has access to the medium and long term plans on the school's server. In addition, the SENCo provides specific support where possible for pupils with specific learning difficulties.

### **One page profiles**

The SENCo or Early Years SENCo will devise a one page profile (OPP) in conjunction with the pupil and pupil's teachers for children who may need some additional learning support but who do not necessarily have special educational needs.

The OPP outlines the difficulties and provides suggested strategies. They also highlight the pupil's own views and what the child is good at rather than not just focussing on what they

cannot do. They provide a quick information sheet to highlight children who require some degree of differentiation. They are passports to learning.

### **Individual Support Plans**

The SENCO or Early Years SENCO and class or subject teachers will devise individual support plans for children with Special Needs (see definition). These indicate short and long term outcomes for the child concerned. These are available on the SIMS system and in the SEN Handbook on the Policy and Planning server S so that all teachers can access them and use them to help differentiate their lesson planning and teaching. Hard copies are also provided by the SENCO to form tutors, English and Maths teachers where appropriate. These children will also have a one page pupil profile.

### **Education Health Care Plans**

These have replaced statements. Children who have an EHCP will also need an ISP and OPP. Arrangements for EHC Plans are covered in more detail on page 6.

### **Organisation**

- SEN support is co-ordinated within the school by the SEN Co-ordinator (SENCo) Mrs Kathryn Chandler supported by the Early Years SENCo (EV SENCo), Mrs Carol Werrett for the Early Years Foundation Stage.
- Admission to the school is in line with the school's Admission Policy.
- SEN specialist teaching is undertaken by the SENCo.
- Pupils are also supported by Nursery Nurses, HLTA, Teaching Assistants and Reading Parents under the direction of the SENCo and/ or class teacher.
- Individual lessons are given by the SENCo before school and as part of the normal timetable.
- Support may also be given as part of a small group working with the SENCo or as additional support within a lesson by the SENCo
- Early Years Speech and Communication lessons are given by the Drama Teacher - placements are agreed with the E.Y. SENCo.
- There is no charge to the parents for additional support.
- In Nursery and Reception, Nursery Nurses support the class teacher and extra help is therefore available to pupils with SEN. The level of this support changes through Forms 1 and 2 and into the Prep Department.

### **Identification**

#### **Definition of special educational needs (SEN) taken from the Special educational needs and disability code of practice: 0 to 25 years (2014)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- 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.

For children aged two or more, special education 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **Courses of action: A graduated approach:**

#### **Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having **SEN** (See identification above) they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class or subject teacher will take steps to provide additional differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. An internal referral form is completed by the class teacher and passed to the SENCO.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they will continue to be monitored and provision reviewed as necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school on the Learning Support Register as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register . Any concerns will be discussed with parents informally or during parents' evenings .
- Parents' evenings are used to discuss with the parents the progress being made by children .

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
  
- Plan
  
- **Do**
  
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class and subject teacher's assessment and experience of working with the pupil. Details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents will also be examined. The SENCo may also carry out relevant assessments. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A one page pupil profile (OPP) will be created to provide information for those working with the pupil. The pupil profile will record the provision made by the school for the child who, despite receiving quality-first teaching may require some individual 1-1 support from an LSA or SENCo; they may require further differentiation or use of specialist equipment. The pupils themselves are involved in creating their one page profiles. They are encouraged to reflect on their needs and learning styles and how they can also help themselves.

Children identified as having SEN will have a detailed Individual Support Plan (ISP). These will set out long term and short term outcomes. These are in addition to the OPP.

ISP's and OPP's are also used once a child has an Education Health Care Plan (EHC).

## **Do**

The class or subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. Where further advice is required the school will engage specialist services to perform an assessment and provide a recommendation (see page 6). The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development including any recommendations from a specialist service, making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- **SENCO**
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Southend SEND Local Offer and/or by contacting the Parent Partnership Service.

The Parent Partnership Service  
Department of Children and Learning  
6<sup>th</sup> Floor, Civic Centre, Victoria  
Avenue  
Southend-on-Sea Essex,  
SS2 6ER

Telephone: 01702 215658

For the Local Offer, visit:

[http:// www.southendinfo point.org/kb5/southendonsea/fsd/localoffer.page](http://www.southendinfo point.org/kb5/southendonsea/fsd/localoffer.page)

### **Education, Health and Care Plans (EHC Plan)**

a) Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil in conjunction with the Local Authority. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Pupils with EHC Plans**

If the local authority concludes that a child with an EHC Plan should be placed in St Michael's school the local authority retains the responsibility for ensuring that provision specified in the child's EHCP to be provided by the school is provided; it is also responsible for the payment of funds to be provided by the Local Authority as specified in the EHCP.

The payment of school fees is the sole responsibility of the parents. It is not necessary for St. Michael's to obtain the consent of the DfE to accept a pupil with an EHCP, provided that the parents pay for the school place and St Michael's is able to provide their child with effective education.

All pupils with EHCP's at St. Michael's school will be reviewed annually and the required curriculum will be provided as set out in the plan (including the full National Curriculum, if this is specified). It is the responsibility of the Local Authority and not St. Michael's School to review the plan. St Michael's school will, however, ensure the review takes place and that the school's provision specified in the EHCP is delivered in full.

### **Outside agencies**

St Michael's School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

- A request for advice from external agencies is likely to follow a decision taken by the SENCo and colleagues in consultation with parents, at a meeting to review the child's ISP. This may be because a child's progress is still giving considerable cause for concern, despite implementation of ISP's. This will be when additional help or advice is needed from external specialists.
- Requests for advice from specialist agencies may require the completion of a EHFSa (Early Help Family Support Assessment)
- The School may call upon the services of an Educational Psychologist to carry out a formal assessment. The findings of the assessment will be made available to parents and staff. Modifications to the SEN provision for that child will be overseen by the SENCo. The cost of this assessment is usually met by the school, but the school reserves the right to charge parents for an Educational Psychologist assessment. This assessment does not constitute an Education Health Care Plan.
- The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.
- Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **Programme of Study**

No specific programme of study is covered by SEN but children are generally withdrawn from English lessons and support is usually tailored to the child's needs in relation to the key objective being taught in class in e.g. comprehension or grammar etc. The exceptions arise when a child has such difficulties that prevent them accessing the topic without other skills being taught e.g. Reading, phonics, word building etc. The SENCo will then formulate an individual programme to help overcome these difficulties.

### **Cross-curricular Aspects**

A child with special educational needs is likely to have difficulties in many subjects and teaching suggestions have been made available for all staff within the SEN handbook on teachers' server. All staff can access pupils' ISP's and OPP's and should aim to differentiate their planning and teaching appropriately.

Children with SEN may be gifted and talented in other ways and opportunities should be provided for them to use their talents across the curriculum e.g. a good artist may be able to draw a story board when planning a story or when sequencing events. St Michael's School offers the opportunity for all pupils to take part in Outdoor Education and learning outside and many of the children on the SEN register benefit from this as it helps develop their thinking and problem solving skills as well build their confidence and gives them a sense of achievement.

### **EAL/Gifted and Talented**

EAL children may be referred to the SENCo if they have learning difficulties other than that of speaking a different language e.g. suspected dyslexia traits. However, if a child cannot access the curriculum simply because of a lack of understanding due to EAL then the Deputy Head will co-ordinate some basic English Language intervention and will advise class teachers on resources and strategies that could be useful. The Deputy Head will also advise the family on accessing language support within the community.

Gifted and Talented children are referred to the Gifted and Talented co-ordinator. Please refer to the Gifted and Talented Policy. Gifted and talented pupils are only referred to the SENCo if they have a learning difficulty e.g. a gifted mathematician or scientist could be dyslexic and have difficulty reading or spelling.

### **Equal Opportunities and Accessibility & Disability**

The SEN policy upholds the school's Equal Opportunities for pupils Policy and all pupils have equal access to all areas of the curriculum. All pupils with SEN are as far as possible fully integrated into the mainstream life of the School. Work in the SEN department upholds the Disability and Accessibility Policy.

### **Assessment, Recording and Reporting**

The SENCo will carry out appropriate assessments to help diagnose learning difficulties and formulate appropriate ISP's or OPP's. The SENCo will carry out reading and spelling assessments periodically during the year for children on the learning support register and others that are required to monitor and screen reading and spelling levels and to formulate a baseline from which to work. Specific individual reading and spelling assessment results are available to all staff on the server in the SEN handbook on Teacher's server. Other English and Maths year group assessments and NC levels are also available on SIMS.

The SENCo will complete a termly written report to parents on their child's progress in relation to their learning difficulties. Parents are invited to an end of year and mid-year review to discuss their child's progress with the SENCo. Copies of revised ISP's are sent to parents. The pupil's form teacher and English teacher (where appropriate) are also encouraged to attend this meeting.

Parents are involved as early as possible once a problem has been identified and are kept informed of the steps being taken by the school to remedy the situation. They can make an appointment to discuss their child's progress, targets etc. with the SENCo any time.

Parents have a vital role to play in furthering the SEN programme provided by the school by liaising with the class teacher and other subject teachers, where appropriate, and SENCo and by supporting any provision as requested, at home.



**Homework**

The SENCo will set and mark homework in line with the school's homework policy and in liaison with other subject teachers, where appropriate. In line with the homework policy, class and subject teachers will take account of the needs of SEN children when setting homework.

**Resources**

The SENCo has a financial budget out of which equipment for specialist SEN teaching is provided as well as equipment for use in supporting SEN children in the wider classroom setting.

**Health and Safety**

The SEN department follows the school Health and Safety policy.

**Working in partnerships with parents**

St Michaels's School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governors may be contacted at any time in relation to SEN matters.

**Support for pupils**

The SENCo provides pastoral support, where required, in addition to SEN support for SEN children and opportunities for SEN children to work together without discrimination, e.g. SPLAT lunchtime club.

**Early Years**

The Early Years SENCo is Mrs Carol Werrett. The provision for SEN follows the same procedure as for the main school.

**Policy Review**

This policy is normally reviewed every three years, however with the introduction of the new SEN Code of Practice in September 2014 this policy will be reviewed as required as revised provisions are implemented.

Kathryn J. Chandler  
SEnCo

May 2018

Appendix A      Internal Referral Form SN1  
Appendix B      OPP, ISP