



### The school's Christian vision

Our five core Christian values

Trust, Honesty, Compassion, Respect and Kindness  
are centred on

'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.



# St Michael's CE VA Primary School

## Lyme Regis

## SEND Policy and Local Offer

Signature of Headteacher:	<i>M. d. l. l. e</i>
Signature of Governing body:	<i>S. Wood</i>
Date ratified by the Governing Body:	26.09.2022 Updated 16.01.2022 (new SENDCo)
Next review date:	26.09.2023

# **St Michael's CE VA Primary School**

## **Policy Statement on SEND**

### **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(*January 2015*)

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

Miss Freya Bearsford-Walker has overall responsibility for Special Educational Needs and Disability in St Michael's Primary School.

The designated teacher responsible for coordinating SEND and day to day provision, for children is: Freya Bearsford-Walker, St Michael's Primary School. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEND is: Betty Wood, St Michael's Primary School.

This policy was developed in conjunction with: governors, parents and staff.

### **AIMS AND OBJECTIVES**

At St Michael's we believe this policy embraces a range of aims and values, for all children including those with SEND.

- ☐ Independence – the provision of a secure, stimulating environment in which self-confidence and self-esteem can flourish.
- ☐ The whole child - opportunities for the development of individuality and personal responsibility.
- ☐ Respect and value - for self, other and property.
- ☐ Love and Care - of all in God's world using the examples of Jesus and the lives of other people.
- ☐ Encouragement and expectation of our children to adhere to accepted codes of behaviour, develop a positive attitude and application in what they do.
- ☐ The provision of a foundation for good citizenship as a preparation for the challenges of adolescence, adulthood and the 21<sup>st</sup> century.
- ☐ Good teaching and learning opportunities with high, but realistic achievable expectations – appropriate to needs and circumstances, going beyond National Curriculum requirement.

- ☐ Personal pride by our children in the contributions and responsibilities they make towards the local communities and environments to which they belong – St Michael's School, the parish and town of Lyme Regis and beyond.

Our aims are:

- ☐ to ensure that all children have any special needs identified at an early age, in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- ☐ to ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment which meets their need;
- ☐ to ensure all children with special educational needs have work given to them at a level they can understand and achieve and helps them to make good progress and secure skills;
- ☐ to ensure that each lesson shows consideration for children's needs, developing knowledge, skills and understanding;
- ☐ to ensure that all children with special educational needs receive the additional support they require to remove any barriers to their progress;
- ☐ to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- ☐ to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

### Objectives

- ☐ To work within the guidance provided in the SEND Code of Practice, 2015
- ☐ Identify those with special educational needs as early as possible.
- ☐ Monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs.
- ☐ Promote social inclusion that allows children to develop a Sense of belonging.
- ☐ Make appropriate provision to ensure children with special educational needs have full access to the Curriculum with positive outcomes.
- ☐ Value and celebrate difference and diversity.
- ☐ Make clear the expectations of all partners in the process; ensure parents/carers are able to play their part in supporting their child's education (in the spirit of the *Lamb Report Dec 2009*); ensure children have a voice in this process and have full access to all elements of the curriculum; identify the roles and responsibilities of staff in providing for children's special educational needs and enable all Staff, Governors and others who work in our school to respond in a co-ordinated and appropriate manner to the special needs of our children.
- ☐ Work together effectively with special educational needs specialists who visit our school.
- ☐ To foster emotional wellbeing.
- ☐ Create an environment where children feel safe and free to voice their opinions of their needs.

### ROLES AND RESPONSIBILITIES FOR THE COORDINATION OF THE SEND PROVISION

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Michael's arrangements support disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.



**The educational provision for pupils with SEND is a matter for the school as a whole.** To achieve this the SENDCo will work closely with the Headteacher, Governing Body, Teaching Staff, Support Staff, parents and a range of external agencies.

**Responsibilities of the Governing Body:** *(in co-operation with the Headteacher)*

- ☐ Determining the school's general policy and approach to provision for children with SEND.
- ☐ Establishing appropriate staffing and funding arrangements.
- ☐ Appointing a governor with special responsibility for SEND to monitor closely the school's work on behalf of SEND (Betty Wood).
- ☐ Support the Headteacher and SENDCo with regard to their responsibilities for pupils with SEND.

**Role of the SEND Link Governor**

The SEND Link Governor representing the Governing Body liaises with the school staff. She will oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children / young people with special educational needs. The SEND Link Governor should

- ☐ Know and understand the governing body's responsibilities regarding pupils with SEND.
- ☐ Help raise awareness of SEND issues at Curriculum meetings and give up-to-date information of SEND provision within the school.
- ☐ Understand the funding of and income and expenditure for SEND and review the effective and efficient use of SEND funding delegated to the school.
- ☐ Support the school's annual review of the SEND Policy and have a familiarity with the statutory elements of this policy and how they are implemented.
- ☐ Understand changes in law associated with the delivery of SEND provision within our school.
- ☐ Support and challenge the Headteacher and SENDCO with regard to their responsibilities for pupils with SEND by reviewing relevant data.
- ☐ Meet regularly with the SENDCO to discuss the impact of policies and practice and consider developments.
- ☐ Represent the governing body in respect of SEND matters during OFSTED inspections.
- ☐ Attend relevant training provided by the LEA.

**Responsibilities of the Headteacher:**

- ☐ Managing all aspects of the school's work, including provision for those children with SEND.
- ☐ Keeping the Governing Body fully informed.
- ☐ Working closely with the school's Special Educational Needs Co-ordinator
- ☐ Designated Senior Leader for Safeguarding and Looked After Children.

**Responsibilities of the SENDCo:**

- ☐ Creating and maintaining an up-to-date SEND Register
- ☐ Creating a SEND Policy relevant to the needs of St. Michael's CE VA Primary School, Lyme Regis and in line with current government legislation.
- ☐ Co-ordinating provision for those children with SEND in line with the school's SEND policy.
- ☐ Ensuring liaison with parents and other professionals in respect of children with SEND.



- Advising and supporting other practitioners within the school setting together with the SEND teacher.
- Ensuring that appropriate Personal Learning Plans are in place.
- Ensuring that relevant background information about children with SEND is collected, recorded and updated.

The SENDCo will hold details of SEND records and Personal Learning Plans for individual children.

All staff have access to the following information:

- St Michael's, Lyme Regis, SEND Policy
- A copy of the full SEND Register;
- guidance on identification in the Code of Practice: Social, emotional and **mental health** (SEMH), Cognition and **Learning** (C&L), Communication and Interaction (C&I), **Physical** and/ or sensory, medical and with an EHCP
- information on relevant individual children's special educational needs, including action plans, targets set and copies of their Personal Learning Plans (PLPs);
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on the staff IT system on individual children and their special needs and requirements;
- information on current legislation and SEND provision on staffroom notice boards.

## ADMISSION ARRANGEMENTS

The governors and Staff of St Michael's expect all children to be treated equally and fairly at school, therefore the admission procedure for all children with Statements of Special Educational Needs, including those with disabilities is the same as for all children wishing to attend at Michael's School and is in line with the Equality Act 2010 and the principles of the Church of England. (See Admissions Policy).

The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Michael's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Michael's liaises with the local authority and diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found on the Local Authority's webpage [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

All SEND paperwork and information should be passed to the SENDCo as soon as possible. If the child is making a transition from another school, the SENDCos of the feeding and receiving schools should exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate in the context of available resources.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school building comprises split-level, single storey accommodation.

The school has a range of specialist SEND facilities in place. At present these are:

- ☐ Access to the upper level for wheelchairs may be gained via a ramp leading to the front door.
- ☐ There are toilet facilities on both the lower and upper level for the disabled.
- ☐ Increased access to the curriculum and assistance during examination.
- ☐ The school can draw on assistive technology and school transport as required.
- ☐ The school has appointed a learning mentor/ ELSA to be responsible for children with emotional and behavioural problems.

## **Allocation of Resources for those with Special Education Needs**

The SEND budget is delegated to the school by Dorset County Council. There is also additional funding through central government - this may change on an annual basis as different government priorities arise. The Headteacher in consultation with the SEND Governor and the Finance Committee allocate this budget to staffing and resources, having considered the needs of the children identified as having Special Educational Needs and to meet the aims and objectives covered in this policy. Staff are able to request specific resources via the SENDCo to meet their specific teaching needs.

### **SEND INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

Further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.



Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. St Michael's will take seriously any concerns raised by a parent. These will be recorded and compared to the school's assessment and information on how the child is developing.

St Michael's staff use a wide range of tools to assess the amount and level of SEND needed support required. These include:

#### SEND Information Report

Learning needs are managed using PLPs or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress and the child's parents / carers **must** be informed in writing that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Examples of influences upon progress:

- ☐ Attendance and punctuality
- ☐ Health and welfare
- ☐ English as an Additional Language
- ☐ Pupil Premium
- ☐ Looked After Children
- ☐ Service children
- ☐ Disability where there is no impact on progress and attainment.
- ☐ Behaviour where there is no underlying SEND
- ☐ Bereavement and family issues.

#### **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEND and or a disability, St Michael's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*January 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

## **ASSESSMENT/PLANNING/ACTION AND REVIEW**

The school assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Assessments of progress for all pupils are made on a regular basis.

## **CAUSE FOR CONCERN**

**This stage is triggered by a child giving cause for concern and the teacher beginning to gather information. The first response is high quality teaching targeted at the child's area of weakness. It may require the provision of a short term intervention that is different to or in addition to those provided as part of the school's usual differentiated curriculum.**

If the problem continues the class teacher will:

Discuss their concern with the SENDCo and review strategies already being used

- ☐ To teach the child.
- ☐ Consult the child's parents (and the child where appropriate), for further information.
- ☐ Identify specific concerns and collect relevant evidence to support these.
- ☐ Monitor the child's progress closely, differentiating work when appropriate.
- ☐ Review the child's progress in conjunction with parents and SENDCo

## **SCHOOL SUPPORT STAGE 1**

**This stage is characterised by the need to provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.**

Parents will be informed by the class teacher that special educational provision is being made for their child and the child will be entered on to the SEND register .

At this stage the SENDCo will work closely with the class teacher to co-ordinate the child's SEND provision by:

- Ensuring that specific individual targets are identified and strategies put in place to achieve these.. These are recorded on a PLP – copy to parents
- Providing additional resources/support where appropriate (e.g. small group classroom support from a Teaching Assistant and/or specific SEND teaching support to develop literacy/numeracy skills).
- Ensuring that parents are involved in this process and aware of their role including being part of the PLP if appropriate.

The class teacher will ensure that the PLP is actioned and will liaise with teaching assistants on a weekly basis to discuss progress./any changes to be made. All PLPs will be reviewed with the SENDCo on a half termly basis. Parents will be informed in writing of any changes and recommendations. This may result in the SENDCo asking for parental permission to refer the child to an external agency, e.g. Educational Psychologist, so that further advice can be sought.

## **SCHOOL SUPPORT – STAGE 2**

A child is registered at this stage if advice has been sought from an external agency (usually the Educational Psychologist or SLT. The SENDCo and class teacher, together with the specialists, and involving the pupil's parents will consider a range of evidence based and effective teaching approaches, strategies and intervention in order to support the child's progress. Outcomes and a



date for review will be agreed. This may result in any of the following courses of action being taken:

- School Support Stage 1
- The child returns to School Action, with the SENDCo and class teacher receiving specific advice for the child's PLP from the appropriate agency.
- The school is advised to offer additional support (e.g. SEND teaching/increased ancillary/teaching assistant support) and the child's progress is then reviewed.
- It is agreed that there will be regular involvement from an external agency in a monitoring or teaching role (e.g. SALT).
- The parents/school are advised to refer the child for an Education, Health and Care needs assessment.

## **REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents should consider requesting an EHC need assessment. The local authority will expect to see evidence of the action taken by the school as part of SEND support.

## **COMING OFF THE SEND REGISTER we need to decide if it is a register or record**

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the Dorset County Council guidelines on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

St Michael's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Michael's is expected to make reasonable adjustments in order to accommodate children who are

disabled or have medical conditions. (See the St Michael's policy on "Supporting children at school with medical conditions". Appendix [2])

## **TRANSITION ARRANGEMENTS**

St Michael's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

See Local Offer.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE January 2015*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. The SENDCO will recommend or arrange appropriate SEND training for staff where needed. The SEND Governor will attend any training deemed necessary to fulfil responsibilities.

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training and CPD from the Local Authority for all staff is available via Dorset On-line CPD.

The SENDCO will provide information on specific needs for new staff.

The school SENDCO regularly attends meetings with SENDCOs from the West Locality Partnership and is able to contact schools within the JCTSA and Lyme Regis Pyramid of schools.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The SEND Governor has regular access to 'NGA' for training opportunities.

## **LINKS TO SUPPORT SERVICES**

The school nurtures strong working relationships with external support services in order to support children fully.

The information, forms and guidance provided on the Local Authority's Nexus website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may



raise concerns about a child. This will then be brought to the attention of the SENDCo and the child's parents / carers.

## **External Agencies**

Additional support (specialist teaching/assessment/advice and training) can be provided as and when is necessary by the following agencies:

- ☐ SENSS – Literacy/Numeracy/Sensory (Assessments)
- ☐ COSHIVIC – Hearing and Visually impaired children
- ☐ Educational Psychologist
- ☐ Social Services
- ☐ SALT – Speech and Language Therapy
- ☐ Occupational Therapy / Physiotherapy
- ☐ Child and Family Guidance
- ☐ School Health – School Nurse and Medical Officer
- ☐ Local Health Authority – Consultant Paediatricians and GPs
- ☐ Voluntary reading helpers
- ☐ CAMHS – mental health team
- ☐ Behaviour Support Service
- ☐ Special Outreach Service Locality Team
- ☐ Dyslexic testing at Woodroffe School

## **SEND INFORMATION**

St Michael's presents its SEND information in four ways:

- ☐ by information placed on the school website which can be found [www.stmichaelslyme.dorset.sch.uk](http://www.stmichaelslyme.dorset.sch.uk)
- ☐ by following the link from the school website to the local authority's Local Offer website;
- ☐ through information contained in this policy which is also published on the school website.
- ☐ meeting with a parent/ carer and communicating the key information verbally

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

St Michael's publishes its Accessibility Plan on the school website; this information can be found <https://primarysite-prod-sorted.s3.amazonaws.com/st-michaels-ceva/UploadedDocument/f50a16f3c3c0400498e734e05066cce2/accessibility-plan-2019.pdf>

Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speaking and explain the issues to the SENDCo.

St Michael's publishes its Complaint's Policy on the school website; this information can be found <https://primarysite-prod-sorted.s3.amazonaws.com/st-michaels-ceva/UploadedDocument/7c200136-8dbf-4c89-8068-24973c6a496e/complaints-policy.pdf>

## **REVIEWING THE SEND POLICY**

This policy is a working document for all members of Staff and Governors. It will be reviewed and updated annually by the SENDCo and SEND Governor or as needed to be in line with new legislation, county initiatives, and school procedures. At this time parents and children's views will be taken into consideration.

## **LINKS TO OTHER RELATED POLICIES**

- ☐ Supporting children at school with medical conditions
- ☐ Accessibility Plan
- ☐ Equality / equality information and objectives
- ☐ Safeguarding
- ☐ Child Protection
- ☐ Vulnerable Groups
- ☐ Data protection
- ☐ Behaviour Policy
- ☐ Inclusion Policy
- ☐ Complaints Policy
- ☐ Admissions Policy