



Special Educational Needs and Disability Policy
For
St. Michael in the Hamlet Primary School

(2017 - 2018)

Philosophy of the School

The school policy acknowledges that the needs of all pupils who may have SEND, either throughout or at any time in their school careers, must be addressed; and their right to have access to a broad, balanced and relevant curriculum, including maximum possible access to the National Curriculum.

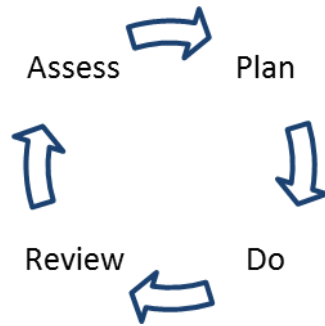
We aim to develop a climate of inclusion, encouraging positive attitudes, a partnership between pupils, parents and the school, and a secure environment for those children with special needs. Cultural considerations are made when appropriate.

Identification, Assessment and Provision

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Definition of SEND

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The key responsibilities of the SENCo

- Overseeing the day-to-day operation of the schools SEND policy;
- Coordinating provision for children with SEND
- Liaising with, advising and contributing to the in-service training of fellow teachers and other staff;
- Advising on a graduated approach to providing additional SEND Support;

- Ensuring that the records of all children with SEND are kept up to date;
- Liaising with parents of children with SEND; liaising with early years providers and secondary schools, educational psychologists, health, social care and independent or voluntary bodies who may be providing SEND support and advise to a child and their family;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- The SENCo will play a part in planning for children with SEND transferring between schools and phases in their education.

Procedures

The progress of each child is reviewed every 8 to 10 weeks in the Hub Meeting which includes the class teacher, the Head teacher, the SENCo, the Deputy Head teacher and the Learning Mentor.

The Hub meeting allows for a holistic view of the child's needs to be examined and all available options explored .If a child is raised as having an additional need the SENCo will recommend a graduated response. This may include in the first instance additional support within the class leading to additional support outside of the class when necessary or the intervention of an outside agency when appropriate.

Recording Systems

A register of the pupils with SEND is collated at the start of each academic year, and regularly updated by the Administrative assistant/Inclusion Manager.

Access to the Curriculum

Children are taught in mixed ability classes. Within this structure children may be taught in class groups, ability groups, mixed ability groups, friendship groups, or individually. Pupils with SEND are given access to a balanced and relevant curriculum compatible to their age and ability in normal classroom teaching. All teachers are committed to differentiation to meet the children's ability, maximising progression and attainment.

Support

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Children may be supported by a variety of strategies and by class based LSAs. During Hub Meetings discussion is given to deploying staff according to the needs of the children. This may include small groups and 1:1 support both inside and outside the classroom.

LSAs are deployed to support classes whose children have the greatest need, including those having Statements and those requiring the highest level of support.

Integration

Social integration is achieved in the playground and through the involvement and engagement of all pupils, including those with SEND and medical needs, in all school activities, wherever possible, in line with the Equality Act 2010 and the school's Equal Opportunities Policy.

Evaluating Success

The SEND Policy and Procedures will be annually reviewed by the SMT and Governing Body, to determine the success of the Policy and to update procedures, if necessary.

Complaints

Complaints should be dealt with in accordance with the following stages:-

- The complainant must contact and inform the Head Teacher of the nature and substance of the complaint.
- The Head Teacher will attempt to resolve the complaint and will convey any decisions and/or action to the complainant.
- If the Head Teacher is unable to resolve the complaint, the parent/carer has the right to have the complaint investigated and considered by the Governing Body.
- If the complaint remains unresolved, Liverpool Educational Authority will be consulted.
- The Head Teacher will advise the parent/carer as to how to proceed in such circumstances.

External Support Services

The Head Teacher, SENCo and Administrative Assistant have addresses and telephone numbers of such agencies. They include:-

- SENISS
- E.P.S. (Educational Psychology Service)
- NEYS
- Speech and Language Services
- SEN Consortium
- Outreach Providers, including:- Princes - SLD
Clifford Holroyde - Behaviour
Abbotts Lea - ASD

- Child Health
- Social Services
- Education Welfare
- PPS - Parent Partnership Service (LA)

The school purchases Service Agreements from SENISS when necessary. EHCP pupils in the school may be given support from SENISS or another Outreach Provider.

The contributions of, and communications with, all agencies are recorded in the children's individual diary sheets by the Class Teachers. The SENCo passes on all relevant information to Class Teachers and keeps copies of any letters/ reports in the centrally held class SEN files. Class Teachers pass on any information they receive, relating to children in their class, to the SENCo. For example, additional information provided by parents at a termly review.

The SENCo and Head Teacher are responsible for liaising with external agencies. Teaching staff are aware of the nature and procedures followed by the support agencies and are encouraged to forge links when necessary.

Parents/carers are informed whenever there is involvement of external agencies, and their opinions sought.

Parental Involvement

Parents/carers are encouraged to be actively involved in identifying and assessing their child's needs, planning support and provision and during reviews. The school endeavours to pass on information to the parents/carers of children having SEND from the Parent Partnership Service (PPS) and welcomes their involvement.

This school regards the knowledge, views, perceptions and experience of parents/carers as vital in our partnership. To this end, reviews and parents' evenings are organised, whereby the parents/carers are invited in on a termly basis. The SENCo and Class Teachers may contact parents at other times, should the need arise. Similarly, the SENCo, Head and Class Teachers may be consulted by individual parents/carers at any point during the academic year after contacting the school to arrange a mutually convenient time.

Links with Other Schools

Prior to transition from KS1 to KS2, the teachers based in KS2 and KS1 respectively meet and discuss information about the children having SEND who will be transferring. The documentation is also passed on.

Prior to transfer of Y6 children to secondary schools, the Y6 Class Teachers and SENCo will gather together all the relevant documentation to be discussed with relevant school's representatives at the SEND Transition Forum. This is passed to the relevant school via the Transition Forum and additional meetings are arranged when appropriate. The teachers and SENCo discuss the SEND of relevant pupils with KS3 teachers, if necessary.

If a child leaves, the school will pass on relevant records to their new school.

When a new entrant arrives at the school, previous records are studied and evaluated to ensure that provision is consistent. Should a child arrive from a different school without the necessary records, the school will endeavour to contact the previous school to establish whether there are any concerns.

Links have been forged with schools who provide outreach services in this area (see Section 14), who are able to offer support and advice, when necessary. The SENCo attends the termly SENCo briefings run by the LA.

Legislative Acts taken into account when compiling this policy include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Policy revised: October 2017

Next revision: October 2018