



Special Education Needs and Disability Policy 2022-2023 St. Michael in the Hamlet Primary School

We have written our Special Education Needs and Disability Policy in line with our new school vision (2020)



S.M.I.T.H

Safe, Motivational, Inclusive, a Team and Happy

Our vision was written with ideas that were generated from our pupils, our staff, our governors and our parents.

From our key aims you can see how we as a school community endeavour to promote an ethos for all children to strive and achieve without anxiety, concern or apprehension.

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.

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 Hive Resource Base

Our school offers a specialist provision for children in KS2 with ASC (Autistic Spectrum Condition). This, however is separate from our mainstream provision and places are allocated by the Local Authority. The Base is managed by a teacher and supported by experienced learning support staff.

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Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** Provision will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. These services include Educational Psychology, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Special Educational Needs Integrated Support Service (SENISS), OSSME (Autism Initiatives) and Occupational Therapy (OT).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Other opportunities for pupil participation such as school council, Eco council, House and Vice Captains, Buddies, residential visits, school plays and sports teams are available.

Responsibility

Provision for children with SEND is the responsibility of all staff within the school and the Governing Body. The person coordinating the day-to-day provision of education for pupils with SEND is Robert Norwood (SENCo). Mr Norwood (SENCo) and Ms Waterman (Hive Manager) have both achieved the National Award for Special Educational Needs Co-ordination. Mrs Jones (Deputy Headteacher) is currently undertaking the award.

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.

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All staff can access:

- The St Michael in the Hamlet Primary School SEND Policy.
- A copy of the full SEND Register.
- The school's provision mapping system.
- The school's intervention tracking system.
- A copy of the school's Local Offer.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles and assessment reports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Liverpool's Early Help Directory.
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details. The school has a separate policy on managing medical conditions. This can be found on our website.

Allocation of resources for pupils with SEND

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. Key staff in the school have a role in determining how this budget is used, for example to provide interventions and targeted support. The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support from the SEND team or support staff
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment.

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

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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.

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 Assessment Lead. 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 Team under the direction of the SEND Team.

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

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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.

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 Plans 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 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 found via the Early Help Directory:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Liverpool City 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.
- c. 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. 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.

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Improving the emotional, mental and social development of pupils with special needs

St. Michael in the Hamlet School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. We have clear processes to support children and young people. The school provides support for pupil's emotional, mental and social development in the following ways.

- Access to a school counsellor for emotional support.
- Referral to outside agencies e.g. CAMHS for further support.
- Regular activities during curriculum time and extra -curricular activities to raise awareness of Mental Health and Wellbeing.
- Parent coffee mornings, workshops and activities to support parents and discuss issues regarding Mental Health and Wellbeing.
- Opportunities for pupils to express worries/issues e.g. Class Worry Jars/Boxes, Circle time activities.
- Training for Staff e.g. courses, INSET days, Staff Meetings on Mental Health and Wellbeing.

Available SEND training for teachers, support staff and SENCo

All primary schools within a SEND Consortia share best practice and offer support within the locality. Training on SEND can be arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCo, Teachers, and Personalised one to one Learning Assistants, Teaching Assistants, whole school and parents. Liverpool School Improvement service provides two SENCo Briefings and an annual SENCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCo provides advice and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. The school's INSET needs are included in the School Development Plan and the outcomes and impact of these will be closely monitored.

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External Support Services

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 electronic files by Class Teachers and members of the SEND Team. 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.

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.

Evaluating Success

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

Legislative Acts taken into account when compiling this policy include:

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

Policy Reviewed: September 2022

Next Review: September 2023

