

# Michaelchurch Escley Primary School



## SEND Policy

Date Reviewed:	February 2018
Reviewed by:	Kahlia Laws
Policy to be reviewed by:	February 2019

At Michaelchurch Escley Primary School the Special Educational Needs Co-ordinator (SENCo) is responsible for managing the provision for children and young people with Special Educational Needs and Disabilities (SEND). The SENCo is Mrs Kahlia Laws who can be contacted via the school telephone, 01981 510208, and email, [admin@michaelchurch-escley.hereford.sch.uk](mailto:admin@michaelchurch-escley.hereford.sch.uk)

Michaelchurch Escley Primary School is a small, caring school where all children can feel safe, confident and enjoy learning. The school aims to provide excellent education for all children so that they can be confident and fulfilled learners, prepared for adult life. Due to our small size, every child is seen as an individual and their experience of education will be tailored to suit their unique needs, regardless of whether or not they have additional educational needs. Small classes and consistent longer-term relationships with teachers (due to multi-age classes) allow teachers at Michaelchurch Escley Primary School to have a clear appreciation of individual children's needs and mean that staff are well placed to respond swiftly to any changes that may occur. We have an inclusive ethos where children's individual strengths, interests and prior experiences are valued and also have influence over the direction taken by our project-based learning as part of the International Primary Curriculum.

As a school community, we are able to offer a range of provision to support children with communication and interaction needs; cognition and learning difficulties; social, emotional and mental health needs; or sensory and physical needs. Our aim is to ensure that learners achieve individual success within a mainstream context and all support should be seen in this context.

**Aims:**

- To enable all pupils to develop their physical, intellectual, social and emotional capabilities.
- To ensure full access to a broad, balanced and appropriate curriculum.
- To promote the inclusion of all pupils within the broader life of the school.
- To ensure that all children with SEND will have their needs met.
- To collaborate with other providers of support in identifying and addressing difficulties of those pupils whose learning difficulties and/or disabilities are severe and complex.
- To establish a co-operative and constructive partnership between the school, the pupil and their family.
- To take into account the views of the child whenever making decisions about their support or care.

**Objectives:**

- To ensure that the school responds to the pupils' needs individually, thereby facilitating access to an appropriate curriculum.
- To ensure that all staff and supporting adults are aware of individual pupils' needs.
- To ensure that all teachers recognise that they have responsibility for all pupils, including those with SEND.
- To provide support and advice for all staff working with children who have SEND.

## **Identification of Special Educational Needs:**

The Special Educational Needs Code of Practice (DfE, 2014) states that:

“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”

Children’s Special Educational Needs (SEN) can be split into four categories

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or physical needs.

These four broad areas give an overview of the range of needs that are planned for in school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Michaelchurch Escley Primary School we seek to identify how best to support children by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are also groups of children who may need extra support to access the curriculum but do not have Special Educational Needs. These children may need extra support for the duration of their time at school or for short periods. Although some of these children may need support, other children in these groups may be able to access all the opportunities the school has to offer without additional support.

These vulnerable groups include:

- children with disabilities;
- children with low attendance or poor punctuality;
- children receiving Free School Meals;
- children with family members who are unwell;
- children from families whose circumstances have changed, including bereavement;
- children looked after by the Local Authority, in foster care placements, or recently adopted;
- children whose first language is not English;
- children whose parent/parents are in the Armed Forces;

## **Available support:**

As a school community, we are able to offer a range of provision to support children with communication and interaction needs; cognition and learning difficulties; social, emotional and mental health needs; or sensory and physical needs. Our aim is to ensure that learners achieve individual success within a mainstream context and all support should be seen in this context. The support we offer falls into these three categories:

1. The basis of all support must always be good quality teaching in the classroom. This is known as 'Quality First Teaching'. Daily planning takes into account individual students' needs and requirements. Altering the lesson content, resources used, or outcomes expected, known as differentiation, is approached in a range of ways to support access to the curriculum and ensure that all students experience both challenge and success in their learning.
2. If additional support is required it could be provided through a range of support and interventions tailored to individual needs, as assessed by internal staff and external agencies. This may also involve alternative teaching approaches, additional adult support with certain tasks, different equipment or resources, and pastoral support to listen to children with SEND who may be experiencing emotional difficulties or anxiety. Michaelchurch Escley Primary School prides itself on caring and respectful relationships with all the children who form our school community. This level of support is managed by the school Special Educational Needs Co-ordinator.
3. Children with high levels of need and where the support ordinarily available within the school is not enabling them to make sufficient progress, may need to have an Education, Health and Care plan drawn up. The purpose of an Education, Health and Care Plan is to specify how services from different providers both inside and outside of school are co-ordinated effectively. Every Education, Health and Care Plan must be produced as part of a collaboration between the children themselves, their parents, school representatives, health professionals, and other relevant agencies and professionals to ensure integrated care planning. The needs, views and wishes of the child are the most important factor in this process. This level of support will include input from other agencies and professionals.

Please see the Michaelchurch Escley Primary School SEN Information Report for further information about the support and monitoring strategies used by the school.

### **SEN Register:**

The school is required to keep a record of the child who are receiving support as a result of a Special Educational Need, known as the SEN register. A child will be recorded on the SEN register if they are receiving significant support additional to or different from that give to their peers. Children with and EHC plan and those receiving support from outside agencies will always be listed on the SEN register. For those children receiving support from within school, whether or not they are listed on the SEN register will be determined by the amount and significance of support provided by the school. Staff will always discuss your child's needs and the support available to help them before they are listed on or removed from the SEN register.

### **Collaboration with Parents and Carers:**

Throughout a child's time at school, staff will maintain regular contact to ensure that parents are aware of the support their child is receiving and the progress this is enabling them to make. When the provision offered to any child needs to be changed, their own views and those of their parents and carers will be taken into account when identifying the outcomes we want them to achieve and what support can be put in place at home and at school to enable them to meet these goals. Parental permission will always be sought before inviting support from an outside agency such as Educational Psychologist, Speech and Language Therapist, Learning Support Team, Occupational Therapist, Behaviour Support Team, or other agencies.

## **Monitoring and Review:**

Michaelchurch Escley Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils. Parents and pupils will be invited to discuss their progress and achievements at least once per term, statutory documents such as EHC plans will be reviewed annually.

## **Funding:**

Although the SENCo is responsible for the management of the resources for special needs provision within the school, it may be necessary to apply for additional funding in order to secure children the support they need. Parental permission will always be sought prior to making an application for additional funding.

## **Access to further information:**

Further information about services available for children with SEND in Herefordshire can be found in the Local Offer as detailed on the Herefordshire County Council [website](#).

This policy complies with the statutory requirement laid out in the [SEND Code of Practice 0 – 25](#) (DfE, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, 2013)
- SEND Code of Practice 0 – 25 (DfE, 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE, 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (DfE, 2013)
- Michaelchurch Escley Primary School Safeguarding Policy
- Michaelchurch Escley Primary School Accessibility Plan
- Teachers' Standards (DfE, 2012)

This policy was created by the school's SENCo and SEN Governor and co-produced by all staff and parents of pupils with SEND. The SEND policy will be reviewed annually.

## **Appendix 1: Key Documentation**

The following documents have informed this guidance which parents may find helpful:

Michaelchurch Escley primary school relevant policies to SEN: Complaints, Safeguarding, Accessibility, Behaviour principles and SEND Information report.

<http://michaelchurchprimary.co.uk/policies/>

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

Hereford Local Offer website <https://www.herefordshire.gov.uk/education-and-learning/localoffer/education-local-offer>

Further details of the Herefordshire EHC plans

<https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/educational-health-and-care-plans>