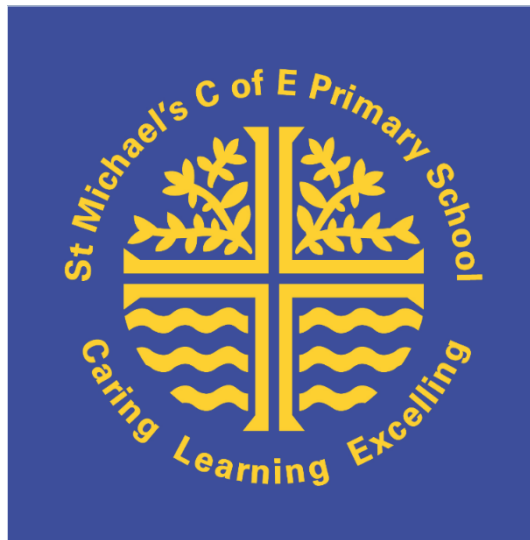




Special Educational Needs and Disability Policy SEPTEMBER 2025

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

We have pride in who we are and excitement about who we can be.

INTENT: St Michaels C of E Primary School adopts the view that “Every Teacher is a Teacher of Every Child, Including Those with Special Educational Needs and /or Disability”. We intend to provide a safe and happy learning environment, with high ambitions for all of our children, regardless of need or disability (SEND).

Special Educational Needs & Disability Co-ordinator (SENDCO): Mrs Rhea Williams

Special Education Needs & Disability Governor: Mr Simon Goddard

IMPLEMENTATION: Inclusion is a thread that runs through every area of St Michael’s C of E Primary school, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

Our Legal Responsibilities

This policy has been written in response to the SEND Code of Practice 0 to 25 Years (2015), with reference to the following guidance documents:

Equality Act 2010

Children and Families Act 2014

Working Together to Safeguard Children 2023

Supporting Pupils at School with Medical Conditions 2015

Keeping Children Safe in Education 2024

Engagement Model 2021

Pre-Key Stage Standards 2021

Higher Needs Strategy for Lincolnshire 2021 – 2023

If the Head Teacher ever assumes responsibility for SEND co-ordination, the SENDCO to Head Teacher reporting arrangements will be replaced by a reporting arrangement from the Headteacher to the SEND Governor.

Definition of Special Educational Needs and Disability:

The Special Educational Needs and Disability Code of Practice (0-25) 2015 states that:

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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

The definition includes pupils with long term medical conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

At St Michael's C of E Primary School, we aim to:

- put the child at the centre of all decision making and improvement;
- listen and respond to the views of children and their families;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process, and identify the roles and responsibilities of staff in providing for children's special educational needs;
- embed an inclusive and strengths based culture in our school, that reflects our Christian core values;
- enable children to have full access to all elements of the curriculum; promoting life in all its fullness;
- narrow the attainment gap between the most vulnerable and the majority in preparation for their adulthood.

Roles and Responsibilities:

The Special Educational Needs Co-ordinator (SENDCO)

All schools are required to have a Special Educational Needs Co-ordinator (SENDCO) who must be a qualified teacher with the National Award for SEN Co-ordination. The role of the SENDCO is strategic in:

- Overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet needs effectively;
- being a key point of contact with external agencies, especially the LA and its support services;
- working with the Head Teacher and Governors to ensure that the school meets its responsibilities with regards to reasonable adjustments and access arrangements (Equality Act, 2010);
- ensuring that the school keeps the records of all pupils with SEND up to date;
- liaising with Designated Teachers where a Child in Care (CIC) has SEND, parents of pupils with SEND, Early Years providers, other settings, health and social care professionals, independent or voluntary bodies and potential next providers of education to ensure smooth transition.

Class Teachers

The role of Class Teachers is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards with the social model of inclusion underpinning all aspects of classroom practice. In relation to all pupils, teachers are expected to:

- This academic year, 2025-26, there is a whole school focus on teachers having CPD time to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge
- be accountable for attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- adapt teaching to respond to the strengths and needs of all pupils;
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' educational at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them;
- work with advice from external agencies to improve the outcomes for learning for pupils with SEND.

Learning Support Staff/Teaching Assistants/Key Persons

St Michael's C of E Primary School makes its own decisions on how support staff are employed, but we largely look to the Education Endowment Foundation (EFF) on how best to use our teaching assistants based on these principles:

- Use teaching assistants to help pupils develop independent study skills and manage their own learning;
- use teaching assistants to deliver high-quality one-to-one and small group support using structured interventions;
- adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction;
- it is important that what students learn from teaching assistants' complements what they are being taught in the classroom.
- Use 'Key Persons' to support children with Education Health Care Plans (EHCP).

The Head Teacher & Governing Body

The role of the Head Teacher is to embed high standards across the whole school. To raise aspirations and secure high academic standards for all children, regardless of whether or not they have SEND.

Section 66 of the Children & Families Act 2014, contains a key duty on the governing body to use their 'best endeavours' to secure special educational provision for all children for whom they are responsible. The legal duty is directly placed on the governing body. Duties apply to all children with SEND whether they have an EHC plan or not. This means that the governing body should be using their best endeavours to secure special educational provision, including;

- Ensuring that where the Head Teacher or a nominated governor has been informed that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil;
- ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND;
- ensuring that a pupil with SEND joins in the activities of the setting together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning need call for, the efficient education of the pupils with whom they are educated and efficient use of resources;
- reporting to parents on the implementation of the settings policy for pupils with SEND;
- having due regard to the statutory guidance within the SEND Code of Practice when carrying out duties toward all pupils with SEND;
- ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child.

To see the staff structure of the school and representatives of the Governing Body, please visit our school website: www.st-michaels.lincs.sch.uk

Arrangements for Identifying SEND and Support: Assess, Plan, Do, Review

The benefits of early identification are widely recognised – at St Michael's C of E Primary School we aim to identify need at the earliest point and then make effective provision to improve the long-term outcomes for the pupil.

There are four broad areas of need:

- **Cognition & Learning**
- **Social, Emotional & Mental Health**
- **Communication & Interaction**
- **Sensory and/or Physical Needs**

Most needs in relation to SEND can be met within our school, sometimes external support services are involved to help address continuing barriers to achievement.

Our school adopts a graduated approach to SEND through a responsive and flexible and continuum of provision. Where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions within a cycle of Assess, Plan, Do and Review.

Assess – clear analysis is made of the needs based on:

- Views of the child and their family.
- Teacher assessments and observations.
- Pupil's current attainment.
- Pupils previous progress and attainment.
- Tracking of progress and comparisons with national data.
- Assessments and observations by external agencies, if appropriate.
- Use of the statutory Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.
- Use of the Pre-Key Stage Standards to assess pupils who are working below the standard of the national curriculum assessments but engaged in subject-specific study.
- Valuing SEND Tool.
- Autism Education Trust Progression Framework.

Plan – Following assessment, the Class Teacher, SENDCO and parents/carers and pupil, agree on a plan of action. At St Michael's C of E Primary this could be an Individual Education Plan (IEP), Pastoral Support Plan (PSP), Individual Health Care Plan (IHCP), Electronic Personal Plan (EPEP), Behaviour Intervention Plan (BIP) or an Education, Health Care Plan (EHCP).

Do – All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions agreed in the plan.

Review – The quality, effectiveness and impact of provision are evaluated by the review date in the plan. This includes sharing information with pupil and parents/carers and seeking their views.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, trauma, difficulties with communication or mental health issues. Behaviour will be seen as a form of communication, and a trauma-aware approach will be adopted to support any pupils who are experiencing difficulties, how we aim to do this is outlined further in The School Behaviour Policy.

Identifying and assessing SEND for children whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

Partnership with Parents:

At every stage of the SEND process it is our policy to work in partnership with our parents and pupils to secure the best possible outcomes.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support for children with SEND.

We have regular meetings with parents to share the progress of children with special needs. We inform parents of any outside intervention, and we share the process of decision making by providing information relating to the education of children with special educational needs.

Pupil Participation:

In our school we encourage children to take responsibility and make decisions. This is the culture of our school and relates particularly to Year 5 and 6 children, as part of the process to ensure a smooth and positive transition to secondary education.

Children are involved at an appropriate level in the development of plans of support, we recognise success here as we do in any other aspect of school life.

IMPACT: All children at St Michael's C of E Primary School feel safe, happy and respected. Children demonstrate high levels of engagement in activities, developing their academic skills, but also speaking, listening and social skills. On leaving St Michael's C of E Primary School, all children will be ready for their next phase of education.

Complaints:

The school works, wherever possible, in full partnership with parents and careers to ensure a collaborative approach to meeting pupils' needs.

Please refer to school Complaint Policy on the website: <https://www.st-michaels.lincs.sch.uk/>

Review Date: September 2026