

# Special Educational Needs and Disability Policy



**Implementation Date – September 2026**

**Review Date – September 2027**

## Key terms



**SEND** – Special Educational Needs and Disabilities

**SENCO** – Special Educational Needs Co-Ordinator

**EHCP** – Education, Health and Care Plan

**Graduated Response** – The process of ‘assess, plan, do, review’.

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### **Aim**

Our aim at St. Michael's Community Academy is to raise the aspirations of, and expectations for all pupils with SEND. Pupils will achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High school and into adulthood.

This policy will ensure that all children at St Michael's Community Academy feel happy, safe and enjoy their learning. It will underpin high quality first teaching, learning and progress so that children with SEND will be engaged in their learning and make progress against their starting points. Early interventions and support will be in place to allow children to work towards their potential.

Parents/carers of children with SEND will feel their views are listened to and feel involved in their child's provision. Upon leaving St Michael's, pupils with SEND will feel ready for their next step.

### **Objectives:**

- That opportunities are provided for every pupil to experience success and to develop an open mind set to learning.
- To accurately identify and provide for pupils who have special educational needs, disability or additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014 .
- To provide a Special Educational Needs Co-ordinator (SENCO), Mrs Chrissie Flanagan.
- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their pupil's development.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEN have a voice and are given opportunities to express an opinion and that opinions will be taken into account in any matters affecting them.
- To ensure staff and governors are accountable for the SEN Policy being implemented and maintained.
- Use the 'assess, plan, do, review' method to identify and monitor pupil's progress and needs.

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### **Roles and Responsibilities**

#### **The SENCO will:**

- Work with the Principal and the Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the local authority and its support services
- Liaise with potential high schools to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

*The SENCO is Mrs. Chrissie Flanagan.*

#### **The Governing Body will:**

- Raise awareness of SEND issues at Governors meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school.

*The SEND Governor is Mr. Dan Blundred.*

#### **Each class teacher is responsible for:**

- The progress and development of every pupil in their class

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

### **Identifying Special Educational Needs and Disabilities**

The SEN Code of Practice describes Special Educational Needs and Disabilities as:

*“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 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”*

### **The Code of Practice 2014 identifies 4 main areas of need:**

#### **Cognition and learning**



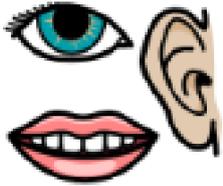
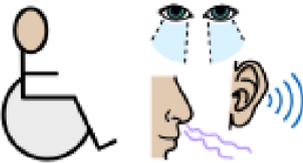
*“6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.”*

#### **Communication and**

*“6.28 Children and young people with speech, language and*

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<p><b>interaction</b></p> 	<p>communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.”</p>
<p><b>Social, emotional and mental health</b></p> 	<p>“6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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, attention deficit hyperactive disorder or attachment disorder.”</p>
<p><b>Physical and sensory</b></p> 	<p>“6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see</p>

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	<p><i>the References section under Chapter 6 for a link).</i></p> <p><i>6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”</i></p>
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These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that spread across several areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St. Michaels Community Academy, we identify the needs of pupils by considering the needs of the whole child and then match the provision accordingly.

It is important to point out the circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Medical needs \*
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioral difficulties where an underlying cause has not been identified.

### ***A Graduated Response to SEN support***

At St. Michaels Community Academy, we use a Graduated Response to support pupils with SEND. The SEND Code of Practice: 0-25 years (January 2015) describes the graduated approach.

*“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognizes that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”*

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All teachers at St. Michaels are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

Progress also includes areas other than attainment- for example a pupil may need more support developing social and emotional skills than his peers.

At St. Michaels our first response when a pupil is not making the expected progress is to target high quality first teaching at their area of weakness, which is differentiated to meet their particular needs.

### **First concerns**

If progress continues to be less than expected, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENCO, will informally gather evidence and consider all of the information about the pupil's progress, alongside national data and expectations of progress. The class teacher will complete a Graduated Response document which will take into account any concerns raised by the parent and staff, the child's views where appropriate, and include advice from other professionals if appropriate. At this stage the pupil will be identified as **First Concerns (SEND monitoring)**.

In addition to this, at our nursery a Child Centered Planning Meeting (CCPM) may take place which enables information to be shared, building a picture of the holistic child.

### **SEN Support**

Where a child continues to need over and above high quality targeted teaching and progress is not as

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expected, a discussion between home and school will take place, and a child may need more focused plan. They will be identified as having a special educational need, and will be recorded as **School SEN Support** .

Pupils who are identified as School SEN support on the SEN record are monitored and managed by the following cycle of support.

Pupils identified as having School Support SEN will have an SEN support plan which is developed through discussion with staff, parents and pupils. This details a pupils specific special educational needs, their strengths, barriers to learning or inclusion, aspirational outcomes and short term outcomes, strategies which can be used to support them in their learning and desired outcomes.

Parents of pupils with SEN are invited to discuss their child's progress towards the agreed outcomes and to review the SEN Support Plan. This will happen formally at least three times throughout the year. In addition to this, class teachers will review the provision half termly, recorded on the SEN plan as a 'mid-term' review. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs and plan next steps. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation and discussion with parents and pupil.

The process above takes the form of a 4-part cycle, including:

1. Assess
2. Plan
3. Do
4. Review

Parental permission will always be sought before any other professional advice or opinions are sought.

### **Education Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

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To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school. The school will provide:

- Evidence of the pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupil's SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- A costed Provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

### **Monitoring and Evaluation of SEND**

Provision for children with SEND in the classroom is the responsibility of the class teacher. Teachers are responsible and accountable for the progress towards targets set out in each child's SEN Support Plan or EHCP.

Quality of provision is regularly monitored to ensure that children with SEND access a broad and balanced curriculum, which is carefully designed and adapted to meet their need.

Interventions are monitored by the SENCO and SLT for their effectiveness in supporting progression against targets. This allows for continual reviews and improvements for all children.

### **Criteria for exiting the SEN register**

- If following a review of an SEN support plan with the pupils and the parents, it is agreed that they are making significant progress and no longer fit the criteria for SEN, they will then exit the SEN register.
- Pupils who exit the SEN register will initially remain at Teacher Monitoring on the Cohort Provision Map to ensure progress is sustained in all areas.

### **Supporting pupils at school with medical conditions**

At St. Michaels we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will

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comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a pupil is diagnosed with a medical condition or disability, the school will organise a multi-disciplinary meeting to bring together all the professionals involved in the care of that pupil, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into St. Michaels. This is managed and coordinated by Mrs Michelle Sharp.

### **Admissions**

Where a child or young person has SEN but does not have an Educational Health Care Plan (EHC plan) they **must** be educated in a mainstream setting except in specific circumstances (see below).

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

### **Training and Resources**

The training needs of staff are identified through Performance Management and planned for through CPD and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training, development and regular CPD.

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All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the St. Bartholomew's Academy Trust SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **Dealing with complaints**

If parents/carers are dissatisfied with the support provided, they should contact the SENCO in the first instance.

If the problem is not resolved, then parents/carers should contact the Principal.

Formal complaints can be made using the St Michael's complaints procedure, available on the academy website.

### **Reviewing the Policy**

This policy is kept under review by the SENCO. This policy will be reviewed annually.

The policy should be read in conjunction with the St. Michaels Community Academy SEN information report which can be located on the schools website.

Our Local Authority, Cheshire East also provide a local offer to outline the services available to all children with SEND who attend a Cheshire East School.

### **Local support**

Further information and advice is available from Cheshire East Information and Advice Service:



<http://www.ceias.cheshireeast.gov.uk/>

Email: [ceias@cheshireeast.gov.uk](mailto:ceias@cheshireeast.gov.uk)

Telephone: 0300 123 5166 (Monday - Thursday 9.30am - 4:30pm), (Friday 9.30am - 4:00pm)

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