

# SEN policy and information report

## St Michael's Middle School



**Approved by:** Ron Jenkinson

**Date:** 26/11/20

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## 1. Aims

The core ethos of St Michael's Middle School is that 'Each person, uniquely made in God's image, merits the best that we can give;' therefore all of the staff employed at St Michael's Middle School are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. The school has high aspirations for all young people identified as having S.E.N.D; we strive to ensure that all students achieve their best, that they become confident individuals living fulfilling and rewarding lives and that they make a successful transition into adulthood.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To recognise that 'each person, uniquely made in God's image, merits the best that we can give' in order to create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify at an early age, individuals who require extra help and support to help them achieve their full potential;
- To enable each young person to take part and contribute fully to school life;
- To develop self-esteem and resilience within individuals;
- To provide access to and progression within the curriculum;
- To involve young people in planning how to address and monitor their special educational needs and/or disability;
- To work in partnership with parents, carers and appropriate outside agencies to support young people's educational and health needs;
- To provide quality training for all staff that enables them to support young people with special educational needs or disabilities.

### OBJECTIVES

- To identify and provide for young people who have special educational or additional needs;

- To work within the guidance provided in the S.E.N.D. Code of Practice, 2014;
- To operate a “whole child, whole school” approach to the management and provision of support for young people with special educational needs or disabilities, recognising that ‘Each person, uniquely made in God’s image, merits the best that we can give;’
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the bounds of the S.E.N. Inclusion Policy;
- To provide support and advice for all staff working with young people who have special educational needs.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: Advice for Schools (*DfE May 2014*); <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

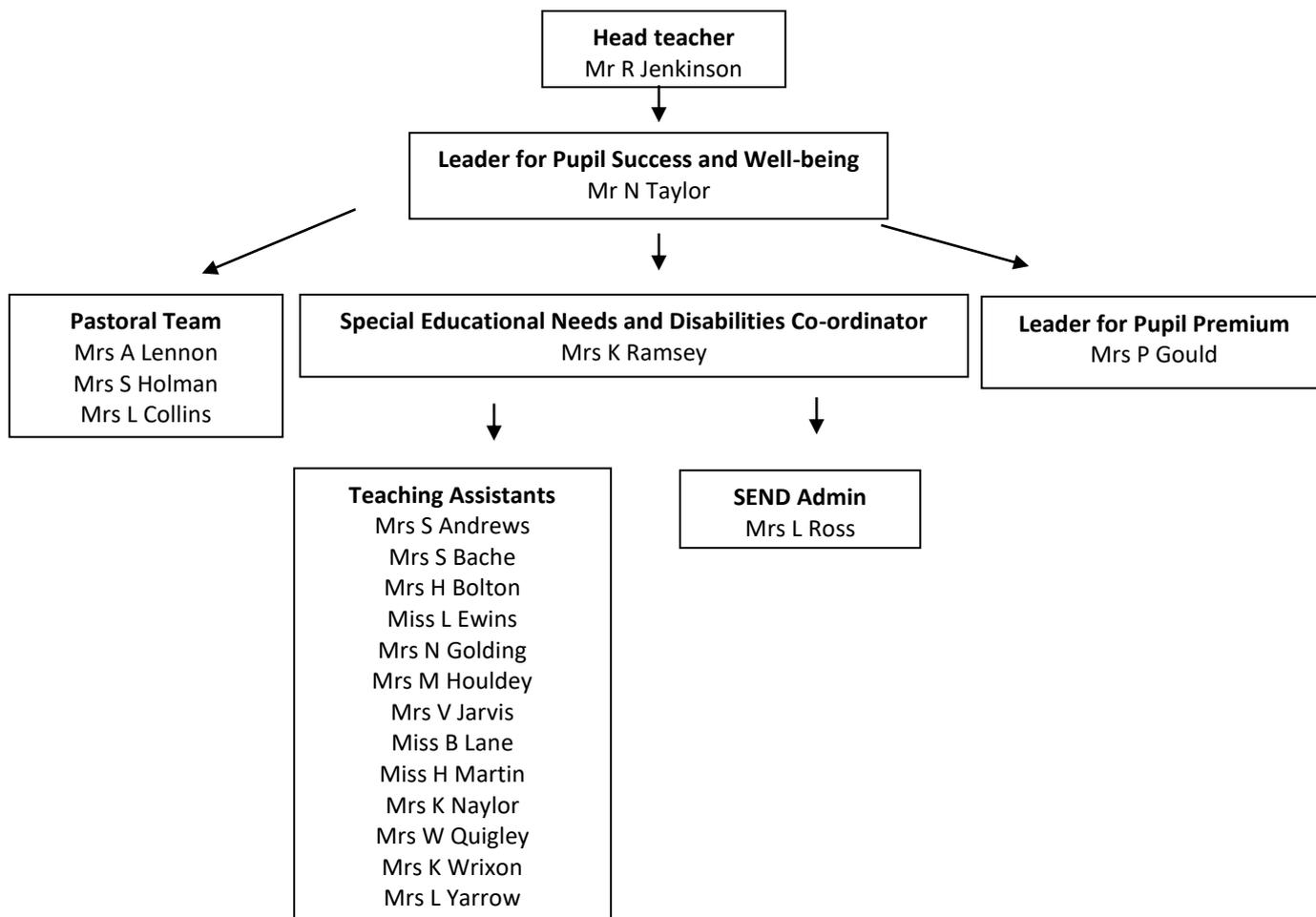
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children and young people should not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught in school. Children and young people should not be regarded as having a learning difficulty simply because they have not made the expected progress in learning.

## 4. Roles and responsibilities



### 4.1 The SENDCo

The SENDCo is Mrs. Kelly Ramsey.

They will:

- Work with the Headteacher, Leader of Success and Wellbeing and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher, Head of Wellbeing and governing board 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 SEN up to date

## 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher, Head of Wellbeing and SENDCo to determine the strategic development of the SEN policy and provision in the school

## 4.3 The Headteacher

The headteacher will:

- Work with the SENDCo, Leader of Success and Wellbeing and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 and Leader of Success and Wellbeing to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## 5.2 Identifying pupils with SEN and assessing their needs

At St Michael's Middle School we monitor the progress of all students to identify those at risk of underachievement. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Teachers use the school's tracking systems and comparative national data to monitor the rate of students' progress and half termly pupil reviews to analyse quality first teaching that meets needs through clear and personalised differentiation. Teachers will make regular assessments of progress using a wide range of tools for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

And deploy the following methods to determine whether a special educational need may be present:

- Standardised tests;
- Information from parents/carers;
- Professional discussions;
- Half termly Pupil Reviews following data drops
- Medical information.
- SENDCo weekly meeting with line manager
- Weekly Inclusion Meetings
- Weekly TA Briefings
- Head of Year Meetings
- Staff training days
- Information collected from first schools

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment drawn from half-termly data drops and experience of the pupil
- Comparisons with their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed by the Head of Success and Well Being and the SENDCo each half term following a data drop.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases

St Michael's Middle School is committed to ensuring that parents/carers have confidence in the school's arrangements for children on entry to the school, in year to year transitions and at the point of exit and transition to their next school. Staff aim to have detailed discussions about all children's individual needs before the child transfers to St Michael's Middle School. Similarly, the SENDCo and Head of Year 4 meets with the SENDCos and Year 4 class teachers of all primary schools and the SENDCo, Head of Year 8 and Pastoral Manager meet with the SENDCOs of the three local upper schools to ensure that pupils' needs are not overlooked. We will agree with parents and pupils which information will be shared as part of this.

At end of phase, Year 4 and Year 8, all children have at least one induction day at their new school. Those children who have been identified as being particularly vulnerable at point of transfer will have bespoke arrangements planned which can involve further visits to the new school and extra meetings with children and staff at the new school.

For children with Education, Health and Care Plans, the SENDCo attends Annual Reviews of children transferring to St Michael's Middle School and initiates further meetings in the Summer Term to further develop child and parental relationships nearer time of transfer.

Before the Autumn Term begins the SENDCo makes a care call to children who have been identified as having a special educational need to answer any questions and provide reassurance.

For children in Year 8 who have an Education, Health and Care Plan, SENDCos from the selected upper school are invited to the Annual Review meeting held early in the Autumn Term.

## 5.6 Our approach to teaching pupils with SEN

All teachers are responsible and accountable for the development and progress of all the students they teach, including where students access support from Teaching Assistants or specialist staff. St Michael's Middle School recognise that high quality first teaching and AfL techniques, differentiated for individual students are the first steps in responding to young people who may have S.E.N.D. Additional intervention and support does not compensate for a lack of quality teaching.

If a young person is identified as having special educational needs, the school will seek to remove barriers to learning and will put effective special educational provision in place to meet the young person's needs. This support will take the form of a four-part cycle of **assess, plan, do and review**. This process helps staff to develop a deeper understanding of the student's needs and of what supports the student in making progress and securing good outcomes. This process is known as the **graduated approach**. The school may request support from other agencies when determining how best to support the student.

We will also provide the following interventions:

- Phonics Intervention
- Reading Support – both 1:1 and within small groups
- Numeracy support for basic skills support and development
- Pre-teaching for Literacy and Numeracy
- Speech and Language programs – both 1:1 and within small groups where appropriate
- Vocabulary support for subject specific vocabulary in KS3
- Pastoral support
- Meet and Greet
- Lunch Club

- Decompression Club
- Homework Club

Staff have also received training in the following areas:

- Phonics
- Working memory
- Autistic Spectrum Condition
- Trauma informed approaches
- Supporting children with hearing difficulties
- Clicker

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping in Numeracy from Year 6 and Numeracy and Literacy from KS3, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing by identifying the specific needs and strengths of an individual and how this could impact on their learning
- Identifying gaps or misconceptions in learning and using questioning to effectively challenge young peoples' learning
- Setting appropriately challenging targets based on young peoples' age and prior attainment, and also take in the nature of their SEN
- Involving the young people themselves in in setting targets and understanding how they can make improvements in their learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc and providing alternatives to written recording at appropriate times when this becomes a barrier to displaying understanding
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have 15 teaching assistants who are trained to deliver interventions such as, phonics, reading, numeracy, pre-teaching, vocabulary support, speech and language support and development and gross and fine motor skills development.

Teaching assistants will support pupils on a 1:1 basis when the teacher has assessed the needs of the young person and has deemed it appropriate that this form of support will most effectively develop and reinforce learning concepts. 1:1 support may also be given to develop skills such as particular expressive and receptive language abilities, an explicit outcome from a learning program or to provide time to develop and reinforce specific emotional literacy skills.

Teaching assistants will support pupils in small groups when the teacher has assessed the needs of the young people and has deemed it appropriate that this form of support will most effectively develop and reinforce learning concepts. Small group support will also be given to deliver specific interventions such as phonics, reading, numeracy, pre-teaching, vocabulary development, speech and language development and social skills development.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy

- Special Educational Needs Specialist Services
- Educational Psychology Service
- Child Development Clinic, Specialist Pediatricians
- Hearing and Visually Impaired Support Service
- Child and Adolescent Mental Health Services
- East Dorset Family Partnership Zone
- School Health Services
- Local Medical Services
- Mosaic

## **5.9 Expertise and training of staff**

Our SENDCo has 4 years of experience in this role and has worked as a Head of Year, Literacy Coordinator, class teacher and teacher of children who have special educational needs. The SENDCo holds the National Award for SEN Co-ordination and the OCR Level 5 Diploma in Teaching Learners with Dyslexia / SpLD.

They are allocated 8 hours a week to manage SEN provision and are supported by a SEN Administrator for 12 hours a week.

We have a team of 15 teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEN provision and one TA who is undergoing a degree though the Open University in childhood studies.

In the last academic year, staff have been trained in awareness and support for children who are on the autistic spectrum.

This academic year the staff are receiving training through the Educational Psychology Service in supporting children who have experiences trauma, ACEs and attachment difficulties and training through the Specialist Hearing Service regarding best practice to support children with hearing difficulties. The Teaching Assistants are receiving further training in delivering the Letters and Sounds Phonics Program with the SENDCo and an experienced Teaching Assistant.

We use specialist staff for overseeing phonics and Numeracy interventions.

All staff will receive a half termly newsletter with a SEN focus.

## **5.10 Securing equipment and facilities**

St Michael's Middle School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school is mindful of the duties under the Equality Act 2010 to provide aids and services where appropriate. The school complies with the requirement to support young people with disability as defined by the Act.

## **5.11 Evaluating the effectiveness of SEN provision**

In order to make consistent and continuous progress in relation to the provision for young people with S.E.N.D, the school encourages feedback from staff, parents and students throughout the year.

This policy will be kept under regular review. The Governors will be able to gauge the success of the policy by gathering evidence such as:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term of delivery
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Staff awareness of individual student need though the use of Pupil Passports

- Evidence of early identification of individual needs;
- Academic progress of students with S.E.N.D.
- Involvement of students with S.E.N.D. in extra curricula activities and residential trips;
- The number of students making literacy and numeracy progress;
- Pupil attendance;
- Number of exclusions;
- Consultations with parents/carers;
- Students' awareness of their own achievements.
- Staff, student and parent questionnaires.

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Heatree (Year 6), Holne Park (Year 7) and France (Year 8). Where appropriate Teaching Assistant support is provided for these trips to ensure continuation of support and equal access to all opportunities involved in the trips

All pupils are encouraged to take part in Activity Week in year 5 and sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

St Michael's Middle School has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school is mindful of the duties under the Equality Act 2010 to provide aids and services where appropriate. The school complies with the requirement to support young people with disability as defined by the Act.

St Michael's Middle School will work within the statutory guidance, [Supporting Pupils at School with Medical Conditions \(DfE 4/14\)](#) and will comply with the duties specified under the [Equality Act 2010](#). The school recognises that provisions relating to disability must be treated favourably and that St Michael's is expected to make reasonable adjustments in order to accommodate young people who are disabled or who have medical conditions.

St Michael's Middle School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Michael's Middle School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, the school liaises with the diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website ([www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer))

The school website holds information about S.E.N.D. and specific information about how young people with S.E.N.D are supported in the curriculum and around the school. We comply with the statutory requirement to publish a Special Educational Needs Information Report. This information is kept under review and updated regularly.

The school publishes further information about arrangements for identifying, assessing and making provision for young people with S.E.N.D on the local Authority's website. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find St Michael's Middle School or other Dorset schools.

## **5.13 Support for improving emotional and social development**

Mr. Nick Taylor – SLT, Leader for Well-being

Mrs. Anne Lennon – Designated Safeguarding Lead and Pastoral Support

Mrs. Sarah Holman - Pastoral Manager and well-being Mentor

We aim to provide support to promote the emotional wellbeing of our pupils. We have an open door policy throughout the school day and regularly liaise with the SENDCo, class tutor and Heads of Year to assess the needs of the young person. Sometimes a one off session with us and signposting to other areas of support is all that is needed. A time limited package of support may also be offered, or ongoing pastoral support dependent on needs. We aim to be proactive and also reactive to the needs of the child and assess their ongoing needs to ensure they feel safe and secure in our school.

We have a zero tolerance approach to bullying.

- Range of needs covered; trauma, crisis, illness, friendships, anxiety, transition to schools, bereavement, outside agency support and liaison, home situation, family break up
- Early and regular contact with parents and sometimes invitations to meet in school or at their home and regular contact via E mail and telephone
- Provide full time pastoral support throughout the week. Provide planned 1:1 intervention sessions with vulnerable pupils. Set up and oversee group interventions held weekly.
- Facilitate and run groups to promote the outdoor environment – allotment group now growing vegetables and herbs used in food and nutrition lessons in school, Forest schools,
- Arrange and oversee outside support from Youth Worker Skittles weekly
- Find and facilitate enrichment opportunities for young people, incl PP, LAC, adopted, forces children.
- Seek extra funding to enable certain pupils to access trips and opportunities
- Attend year group meetings to ensure sharing of key info amongst classroom staff
- Buddy Plus scheme overseen by our pastoral team

#### **5.14 Working with other agencies**

Regular meetings take place between the SENDCos of the schools in the Wimborne Academy Trust (WAT) and with SENDCos from feeder schools. The SENDCo also attends monthly SENDCo Network Meetings run by the WAT Leader for Inclusion and termly Local Authority Inclusion Briefings.

St Michael's Middle School makes full use of experts in a number of fields when supporting the needs of its students. Effective liaison takes place between the school and the following individuals or support agencies:

- Educational Psychologist Service;
- Special Educational Needs Specialist Services;
- St Michael's Middle School identified County SEN Case Worker;
- School Health Service;
- Local Medical Services;
- Locality;
- Social Care;
- Hearing and Visually Impaired Support Service;
- Speech and Language Service;
- Poole Hospital Children's Therapy Service;
- CAMHS teams.

Parents/carers are consulted before the involvement of any outside agency and are kept fully informed about the advice provided by all agencies.

#### **5.15 Complaints about SEN provision**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to speak to and explain the issues to the SENDCo, the Leader for Pupil Wellbeing or the Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEN

### Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS)

#### Dorset SENDIASS

Free, impartial and confidential service that provides information, advice and support to:

- children and young people aged from 0 to 25 with special educational needs and/or disability (SEND)
- parents and carers of children and young people with SEND

### ***SEND information, advice and support service (SENDIASS)***

Email: [sendiass@dorsetcouncil.gov.uk](mailto:sendiass@dorsetcouncil.gov.uk)

[Full contact details for SEND information, advice and support service \(SENDIASS\)](#)

## 5.17 Contact details for raising concerns

Concerns related to pupil progress and SEND: Mrs. Kelly Ramsey (SENDCo):

[k.ramsey@stmichaelsmiddle.org](mailto:k.ramsey@stmichaelsmiddle.org)

Concerns related to wellbeing and safe guarding: Mr. Nick Taylor (Leader of Success and Wellbeing):

[ntaylor@stmichaelsmiddl.org](mailto:ntaylor@stmichaelsmiddl.org)

Concerns related to Pupil Premium: Mrs. Pam Gould (Leader for Pupil Premium):

[p.gould@stmichaelsmiddle.org](mailto:p.gould@stmichaelsmiddle.org)

## 5.18 The local authority local offer

The school publishes further information about arrangements for identifying, assessing and making provision for young people with S.E.N.D on the local Authority's website. This can be found at <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx> using the search engine to find St Michael's Middle School or other Dorset schools.

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mrs. Kelly Ramsey (SENDCo) and Mr. Nick Taylor (Leader for Success and Well-being) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Promoting Learning Behaviours
- Anti-bullying Policy
- Safeguarding Policy
- Equality information and objectives

- Supporting pupils with medical conditions
- Admissions Policy
- Confidentiality Policy

## **8. Implications following Covid 19:**

- Gaining a baseline of learning will be gathered early in the Autumn Term and for accuracy progress will be compared to the Spring Term 2019 data drop.
- In planning interventions to close learning gaps, consideration must be taken regarding individual lockdown experiences and mental well-being.
- On-going risk assessments will be carried out to ensure safety for both students and staff when working 1:1 or within a small group. TAs have been advised to:
  - Wipe down all surfaces in the intervention area and rewash hands
  - Request further handwashing from students
  - Wear a visor when delivering intervention
  - Maintain a distance of at least 1m and use a large white board to support learning