



# Hoole St. Michael's Church of England Primary School

## SEND Policy 2021 – 22

Member of staff responsible: A Mesghali

Date policy written: March 2021

Date policy last updated: October 2019

### Vision Statement

*Christ's love is in everything we do at Hoole St Michael. Our high-attaining and creative Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

*Achieving excellence within the light of God*

*I can do all through Christ who strengthens me.                      Philippians 4:13*

### Overall Intent

*We encourage our children be bold and courageous in their learning, willing to take risks within a supportive, caring Christian ethos. Our Christian Values underpin everything we do at Hoole St Michael. Hoole St Michael children develop confidence, resilience and a thirst for knowledge to prepare them for the future. As a small Christian family, children build strong relationships, learn to work together and support each other through life's celebrations and challenges. Growth Mindset and Sumo principles teach our children to approach all areas of learning positively. Our children are active learners who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school, we reach out to develop meaningful partnerships within the local community and wider world. We provide enrichment activities regularly for our children to broaden their experiences and love of learning.*

This policy has been reviewed with due regard to the Equality Act 2010; advice for schools (2014) and the SEND Code of Practice 2015.

### Section 1

Responsible persons for Special Educational Needs and Disability			
Mrs. Juliet Price Head teacher  head@hoole.lancs.sch.uk	Mrs Liz Boland SEND Governor	Mrs Alison Mesghali Special Educational Needs Coordinator (SENDCo) senco1@hoole.lancs.sch.uk	Mrs Sarah Cookson Deputy head teacher & NASENCo status deputy@hoole.lancs.sch.uk

## Section 2

**Aims:** What do we want for our pupils with SEN and disability?

We are determined to use our best endeavours to provide a high quality, appropriate education for ALL pupils at Hoole St. Michael so that they:

- have the confidence and resilience to be brave and bold in their learning.
- have a safe space where they feel valued and where mistakes are celebrated.
- have the chance to shine in different areas of learning.
- are enabled to take full and active part in learning
- are able to achieve their best
- become confident individuals
- can make a successful transition to their next phase of education (keeping in mind the end goal of making a successful transition into adulthood).

**Objectives:** How are we going to do this?

- Be an inclusive, positive and creative school which constantly strives for better outcomes for ALL children.
- Through the use of Growth Mindset and SUMO principles
- To work within the guidelines of the SEND Code of Practice, 2014.
- To recognise, value and celebrate the achievements of ALL pupils
- To provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEN Inclusion Policy.
- To identify and provide for pupils who have special educational needs and additional needs.
- To provide support, advice and training for all staff and form strong partnerships with other agencies and schools
- To work closely with the SEND governor
- To form strong relationships with parents/carers with the child at the centre.

*At Hoole St Michael, every teacher is a teacher of every child or young person including those with SEND.*

### **Section 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice, 2014, describes the 4 broad categories of need:

- **Communication and interaction** e.g. Autistic Spectrum Disorder, autism, Speech & Language
- **Cognition and learning** e.g. dyslexia, dyscalculia
- **Social, emotional and mental health difficulties** e.g. Social skills, anxiety disorders, ADHD, behaviour
- **Sensory and/or physical needs** e.g. Hearing impairment, Visual impairment

*Please note that some pupils may fall into more than one category. Medical conditions require a medical diagnosis from appropriate health professionals.*

These four broad areas give an overview of the range of needs that should be planned for. Some children have needs which encompass all of these four areas. It is recognised that children's needs may change over time. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category. At Hoole St. Michael, we identify the needs of the whole child and not solely their special educational needs.

There are also other factors which may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium (Ever 6, FSM, looked after/ service child) Grant

**SECTION 4 - A graduated approach to SEN support:** How do we identify and manage children with SEND in our school?

The SEND Code of Practice 2014 says that a child has special educational needs or disabilities (SEND) where "...their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

A learning difficulty means that the child either: a) has significantly greater difficulty in learning than the majority of children of the same age b) has a disability that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Special educational provision means educational provision which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

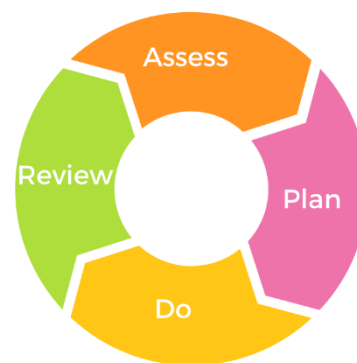
Everyone at Hoole St. Michael is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life wherever possible. This includes developing close partnerships with parent(s)/carer(s) of children with SEND, whose contributions and support are invaluable.

Teachers 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. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of

the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

### The Graduated Approach

- Assess** pupil's needs.
- Plan** how to support needs (e.g. extra teaching and interventions).
- Do** put extra support in place.
- Review** if it worked. How has this affected the pupil's needs?
- Start the cycle again.



### What do we do if we think a child may have SEN?

1. The first response to concerns about progress is high quality teaching targeted at their areas of need.
2. If progress continues to be less than expected, the class teacher works with the SENDCo to discuss whether the pupil has SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate formative assessment is collected. An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place. An Initial Concerns Form is completed.
3. The class teacher and SENDCo will plan how to support the pupil's needs.
4. Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.
5. After additional support is put in place, the class teacher and SENDCo will review the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil has SEN. Where it is decided that a pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEN register.
6. The Common Assessment Framework Form (CAF) is used when we consider that a child has needs which cannot be met solely by those services and resources which can be accessed directly by school and where, following an assessment of the situation, we believe that co-ordinated intervention is required. The request for co-ordinated support services for a child with SEND is always be discussed with parents/carers. Following a CAF being opened by school as lead professional, school holds regular Team Around the Family meetings (TAFs).



### **Early identification**

The SENDCo works in close collaboration with the Early Years Foundation Stage (EYFS) staff to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENDCo may do class observations and fill in an 'Early Concerns Form' in consultation with the EYFS teachers, parents and child. The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEN record.

### **How do we manage pupil's needs on the SEN register?**

The class teacher and/or SENDCo talks to the parents and child about their priorities and aspirations for the coming term and how this fits in with what they would like to achieve by the end of the year/ key stage (long term outcomes). This may be done as part of Parents' Evenings or may be an additional meeting.

If a child is identified as having SEND, a Targeted Learning Plan (TLP) or an ADPR cycle plan may be drawn up to address very specific objectives. This TLP / ADPR plan identifies arrangements for support that are additional to and different from the usual curriculum and is drawn up with the involvement of school staff, the pupil and the pupil's parent(s)/carer(s). The TLP is reviewed half termly. This document shows what the child has achieved, what support helped to make this possible, targets for the next cycle and what provision will be put in place to meet these targets. There is also a section which shows how the targets set are formed from the advices from other professionals, e.g. Speech & Language, Educational Psychologist, Physiotherapy etc.

The class teacher and SENDCo review the current TLP or ADPR cycle, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Targets are set and support is planned in. This information is shared with the SLT so that whole-school provision and budget can be allocated accordingly. It also helps to inform termly pupil progress meetings.

Where a greater level of support may be needed, school funding may be used and outside professionals / support agencies may be involved. On occasions, it may be necessary to consider, in consultation with a pupil's parent(s)/care(s), requesting an assessment for an EHC (Educational Health Care plan)

### **Adaptations are made to the curriculum for SEN children by:**

- Class teachers plan lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Pupils with SEN are enabled to engage in activities available with those who do not have SEN by:

- Seeking to ensure that activities outside the classroom and school trips are available to all.
- Risk assessing each trip, and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers being invited to accompany their child on a school trip/ to after school activities if this ensures access.

- Making adjustments, where possible, to extracurricular school clubs to support the participation of vulnerable pupils.
- Auditing health and safety approaches and policies as and when appropriate

**What is an Education, Health Care Plan (EHCP)?**

An education, health and care (EHC) plan is a plan for children and young people aged up to 25 who need more support than is available through special educational needs (SEN) support plan. It is a legal document that describes their special educational, health and social care needs. It explains the extra support that will be provided to help meet those needs and how this will help them to make progress and achieve their goals. The plan is a legal document written by the local authority. EHC plans are only for children who need a high level of support. Guidance on the local authority and the thresholds required for statutory assessment can be found here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

It may be appropriate to request an Education, Health and Care needs assessment if a child has not made progress, despite relevant and purposeful action to identify, assess and meet the SEN of the child having taken place. This is decided by the SENDCo and the head teacher. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support. Advice from outside agencies may support an application for an Education Health Care Plan. If a child has an Education, Health Care Plan (EHCP), an annual review meeting will be held where parents, school staff and any appropriate outside agencies meet to discuss the child’s progress in the past year and decide whether the outcomes on the EHCP are still appropriate. This is sent to the local authority to be reviewed.

**What provision do we have to meet pupil needs?**

Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways:

<b>High Quality first teaching</b>	<b>Wave 2 Interventions</b>	<b>Wave 3 Interventions</b>
Pre – learning of vocabulary and skills	Additional support planned	TLP 1:1 work
Differentiation of resources	Forest school sessions	Advices from specialists EP / SALT etc
Learning broken down into manageable chunks	Social and Communication games	
	Lego Therapy	
	Specific computer programs	

For a further breakdown see : Hoole St. Michael Graduated Response.



Teachers have **strong** relationships with all children and observe their needs through our supportive and caring environment. We are committed to the early identification of children who may have SEND and see this as vital. This is achieved through a range of strategies including robust tracking, analysis of data from formal and informal assessment and professional dialogue. Teachers complete termly tracking in Reading, Writing and Maths.

### **What methods of assessment do we use?**

Here are some of the ways we gather information about pupils' needs:

- Baseline assessment administered on entry into Reception class
- Termly EYFS assessments in Reception class
- Phonic screening checks
- Key Stage 1 SATs at the end of Y2
- Key Stage 2 SATs at the end of Y6
- White Rose end of block assessments
- Weekly spelling test
- PIVATS
- Lancashire LAPS documents to track small step progress
- Reading and spelling ages
- Data from Nesy Reading & Spelling programme
- Data from Emile, Numbots and TT Rockstars for maths fluency
- Assessment materials from IDSS for specialist needs as appropriate.

### **How do we involve outside agencies and specialist services?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made. Advice and resources from professionals are communicated to all staff working with the pupil and to parents.

Other outside agencies or specialist services may be consulted such as:

- Educational Psychologist via cluster
- Specialist Teaching Service (Lancashire Inclusion Service)
- Child and Adolescent Mental Health Service (CAMHS)
- Special school behaviour advisors e.g. Golden Hill
- Paediatrician or school nurse
- Occupational Therapist
- Educational Welfare Officer (EWO)
- Children and Families Wellbeing Service
- Child Action Northwest

### **Section 5 When should a child be removed from the SEN register?**

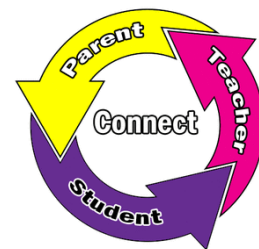
The SENDCo, class teacher and parents of a child may decide to remove a child from the SEN register. The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced (compared to when they were added to the SEN register). Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

## **SECTION 6 : Supporting pupils and families**

At Hoole St. Michael, we value, listen to and act upon the views and contributions of parents and pupils. We recognise that pupils and parents have the right to be involved in decision making.

We work in partnership with parents in various ways:

- Termly meetings (parents' evening appointments in the autumn and spring with an option to request a further meeting in the summer following the annual report)
- Regular TAF meetings for children with a CAF
- Annual report on their child's progress in the Summer term
- Pass on advice and reports from outside agencies
- Ask for parents to complete questionnaires if relevant
- Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns
- Regular telephone, email contact and/or Dojo messages, where appropriate
- 'Meet the teacher' at the beginning of the year
- Provide the SENDCo's email address as another means of communication



We work in partnership with pupils in various ways:

- Involve pupils to review their progress and targets (TLPs)
- Involve pupils in annual reviews (if they have an EHCP)
- Explain targets to pupils (providing pictures if needed)
- Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them
- One-page profiles

### **What is the Lancashire Local Offer?**

The Lancashire Local Offer brings together in one place information about the help and services (health, education and social care) in Lancashire for children and young people with SEND and their families. Our arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Local Offer.

For more information, please visit: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our local offer is available on our website : <https://www.hoolesmprimary.co.uk/wp-content/uploads/2021/03/Our-Local-Offer-2021.pdf>

### **How do we manage transitions between phases of education?**

Hoole St. Michael has well established links with feeder settings/nurseries and the secondary schools that the children go on to. In the summer term, the EYFS staff arrange visits to nurseries, if the children are not at our Honeybees nursery, to gather information about the children's needs and progress. An open evening is also held so that parents can ask questions and share their concerns. Information on our admission arrangements can be found under the 'Statutory Information' section of our school website.



Our Year 6 teacher works very closely with representative from the secondary schools our children are going on to. In the same way as above, information about children's needs and progress is shared. Parents and pupils are informed of open evening and additional 'taster' days which can be arranged, where pupils get to visit the secondary school.



## **Section 7: Supporting pupils at school with medical conditions**

At Hoole St. Michael, we recognise that pupils 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, we will comply with the Equality Act 2010 when deciding what support or provision to put in place. Our school policy on managing the medical conditions of pupils can be found under the Parents' Information section of the school website.

## **SECTION 8: Monitoring and evaluation of SEND**

Regular learning walks, observations, book looks, pupil interviews, catching up with the children and informal discussions with teachers, parents and pupils help the SENDCo to monitor the effectiveness of the provision for children with SEN. The Governing Body appoint a SEND Governor who monitors provision and outcomes for children with SEN. The SENDCo prepares an SEN report to Governors on an annual basis.

At Hoole St. Michael, our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

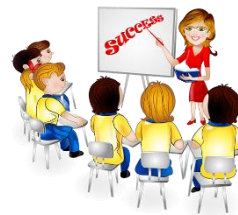
## **SECTION 9: Training and resources**

How is SEN funded? What training and resources does our school have?

A proportion of the school budget is used to support pupils with SEN and disabilities.

This is allocated as follows:

- Non-contact time for SENDCo
- Teaching assistants (including 1:1 support)
- Support from outside agencies
- EP support package (via TARDiS Cluster)
- Training for staff
- Resources (e.g. dyslexic-friendly books and iPad apps, assessment resources)



In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Staff performance management reviews support the identification of areas for development. After SEN reviews, the SENDCo liaises with the SLT about training that may need to take place so that children's needs can be adequately met. Training is offered through a range of in-house training and external training courses. The equipment and facilities to support children with SEN will be secured by the SENDCo and headteacher through managing budgets and applying for additional funding. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo 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 SENDCo regularly attends the local SENDCo network meetings in order to keep updated with local and national changes in SEND.

Pupils with more complex or severe needs receive additional top-up funding allocated as a part of their EHC plan.

## **Section 10: Roles and Responsibilities**

<b>Role of the SEND governor</b>	<p>Mrs. Liz Boland is the SEND governor with specific oversight of the school’s arrangements for SEN and disability. The SEND governors responsibilities include :</p> <ul style="list-style-type: none"> <li>• Liaising with Head teacher and SENDCO regarding statutory responsibilities.</li> <li>• Meet regularly with the SENDCo</li> <li>• Providing annual written report to full governing body and parents/carers.</li> <li>• Monitoring delivery and provision for children with EHC plans/statements</li> </ul>
<b>Role of the SENDCo</b>	<p><b>The SENDCo is responsible for reporting to the SEND governor on the day-day management of the SEND policy. Key responsibilities include:</b></p> <ul style="list-style-type: none"> <li>• Overseeing the day to day operation of the SEND policy</li> <li>• Liaising with and advising teaching and non-teaching staff</li> <li>• Co-ordinating provision for children with SEND.</li> <li>• Monitoring TLP provision and intervention programmes.</li> <li>• Maintaining and overseeing the SEND Register and other SEND records.</li> <li>• Liaising with parents/carers of children with SEND (in conjunction with appropriate staff)</li> <li>• Arranging and contributing to the in-service training of staff.</li> <li>• Liaising with external agencies and voluntary bodies.</li> <li>• Identifying areas for development in SEND and contributing to the school development plan.</li> <li>• Liaising with receiving schools and local special schools.</li> </ul>
<b>Role of Class teachers</b>	<ul style="list-style-type: none"> <li>• The day-to-day operation of the school’s SEND policy.</li> <li>• Planning to meet the needs and targets identified in the TLP.</li> <li>• Contributing to the assessment and identification of needs within their class.</li> <li>• Planning to meet the needs of all children by providing an appropriately differentiated curriculum.</li> <li>• Liaison with Pre-school settings and receiving High Schools.</li> </ul>
<b>Designated Safeguarding Lead (DSL):</b>	<p>Juliet Price(Head teacher) - DSL  Sarah Cookson (Deputy Head Teacher) – Deputy DSL  All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures.</p>

## **SECTION 11 : How is information stored and managed?**

Information about a child’s SEN or disability is kept up to date and in an individual file, in chronological order. This may include information from school (e.g. TLPs), from parents (e.g. letters) or outside agencies (e.g. EP and SALT reports, letters from the paediatrician). Files are kept locked in a cupboard in the head’s office. TLPs and specific educational information is shared with teachers (e.g. EP and SALT reports, behaviour plans etc) so that they are kept informed about the child’s needs. Information relating to behavioural concerns are logged on CPOMs. If a child leaves or transfers to another school official documentation will be transferred to the receiving school. The school manages data in line with the requirements of the Data Protection Act (2018) For further information about child protection paperwork and confidentiality, please refer to our Safeguarding Policy in the ‘Statutory Information’ section of the school website.

**SECTION 12 : How and when do we review the SEND policy?**

This policy is updated by the SENDCo on an annual basis and is reviewed by the head teacher and Full Governing Body. This is then shared with staff so that they are aware of any changes to our policy

**SECTION 13: Accessibility**

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out ensure access is appropriate.

**SECTION 14 : Dealing with Complaints**

If you have an area of concern regarding your child, or any aspect of school life, we find it is better for all concerned for you to let us know, as soon as possible. It is much easier for us to sort out a recent problem than something that happened some time ago.

We promise to:

- Deal with your area of concern honestly and politely
- Look into the issue thoroughly, fairly and as quickly as possible.
- Keep you up-to-date with what we are doing.
- Apologise if we have made a mistake.
- Tell you what we are going to do to put things right.

Further information can be located in our Complaints Procedure in the School Information section of our website.

**SECTION 15: Anti Bullying**

**Hoole St Michael does not tolerate any form of bullying.**

Information can be located in our Anti-bullying Policy in the School Information section of our website.

<p><b>Contact details and information:</b>  <b>Head teacher:</b> Mrs J Price <a href="mailto:head@hoole.lancs.sch.uk">head@hoole.lancs.sch.uk</a>  <b>SEND Coordinator:</b> Mrs Alison Mesghali <a href="mailto:senco1@hoole.lancs.sch.uk">senco1@hoole.lancs.sch.uk</a>  <b>SEND Governor:</b> Mrs L Boland</p>
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Signed: ..... (Headteacher)

Signed: ..... (Chair of Governing Body)

Date: ..... Review date: .....