

# St. Michael's Catholic Primary School



## SEND Policy

October 2024

*With Jesus we can Achieve what we Dream and Believe*

### Overview

Our school is committed to equality both as an employer and a service-provider. We recognise the entitlement of all pupils to a broad and balanced curriculum appropriate to their need. This policy reinforces the need for teaching that is fully inclusive. We believe that no child should be disadvantaged due to cultural diversity, gender or ability. Children have the right to be taught within the mainstream environment in accordance with their assessed needs. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- School Policies
- Equality Act 2010: advice for Schools DFE Feb 2013



- Schools SEN Report Regulations
- Accessibility Plan
- Safeguarding Policy

**SENCo:** Mrs Reilly

**Headteacher:** Alyson Rigby

**SEND Link Governor:** Jeanette Riley

**Pastoral Team:** Mrs Birch, Mrs Reilly, Miss Cornett, Mr Smith and Miss Duncan

We can be contacted directly at school on 0151 260 8460 or via email at:

[michaels-ao@st-michaels.liverpool.sch.uk](mailto:michaels-ao@st-michaels.liverpool.sch.uk)



## Mission Statement

*With Jesus we can Achieve what we Dream and Believe*

### Aims and objectives in relation to SEND provision

- To create an ethos and educational environment that is person-centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that 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. (p86, para 6.33).
- Every teacher is a teacher of every child, including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making, planning and reviewing of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life activities, thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

### Identification of SEND pupils

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer**, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEND as stated in the Code of Practice 2014:  
*"A pupil has 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". (p94 para 6.15)*
- The school reflects what the Code of Practice states (2014, p95, sect 6.17 and 6.18) in that pupils are identified as SEN if:

'pupils 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 child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

'It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.'

Support at this level is known as 'SEN Support'.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- SEND identification is undertaken through an evidence based approach, whereby we gather evidence of a pupil over time to aid accurate identification of need.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are:
  - **'Communication and Interaction',**
  - **'Cognition and Learning',**
  - **'Social, Emotional and Mental Health Difficulties'**
  - **'Sensory and/or Physical needs'**

Children's primary area of need is identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to assess and identify the primary area of need; take action to remove barriers to learning and put effective special educational provision in place. School takes into consideration, alongside the primary area of need, the needs of the whole child to support their access to the curriculum.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils are a core requirement of the teachers' standards (2012). Through 'a clear analysis of the pupil's needs' teachers are guided and supported by the SENCo drawing on 'the teacher's assessment and experience of the pupil, their previous progress and attainment' as well as wider knowledge of the 'pupil progress, attainment and behaviour' (DFE and DOH, 2014, p.100).
- A referral system is set up in our school for any member of staff to use. These referrals are evidenced based and encourage collection of a wide range of data set to support identifying a pupil's primary area of need. This information is considered in collaboration with the pupil and parents voice together with the teacher's knowledge of the pupil. Support is first and foremost developed through high quality teaching approaches in line with the Explore curriculum and guidance provided from the Education, Endowment Foundation.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCo works closely with teachers, the school assessment lead and Head teacher to



analyse the school tracking data and ASP. The SENCo is a part of SLT and participates in pupil progress reviews where SEND progress and attainment is discussed.

**At St Michael's Catholic Primary School, we also use a number of indicators to identify pupils' special educational needs. Such as:**

- Close analysis of data including: termly assessments, reading ages, Boxall profile, Social, difficulties questionnaires, WellCOMM assessments, NASSEA assessments and annual pupil assessments;
- Teachers complete a referral form if they have concerns in partnership with pupils and parents;
- Parental concerns are taken seriously and considered in line with data and knowledge of the pupil;
- Tracking individual pupil progress over time, PIVATS tracking;
- Entry and exit data from interventions;
- Liaison with schools on transfer;
- Information from previous schools and other settings and services;
- Very close liaison at the outset with the pupil, parents and carers;
- Regular meetings with the Pastoral Team.
- Information from outside agencies and services.

**As an educational setting, we are aware of factors that distinguish between SEN and underachievement: the factors that may influence children's learning: and teachers' decision making.**

- Lack of engagement -home/school
- Attendance and punctuality
- Cultural barriers
- Health and welfare
- Safeguarding concerns
- Children in receipt of pupil premium or pupil premium plus
- CLA (Child Looked After)
- Being a child of servicemen/women
- EAL (English as an Additional Language)
- Poverty
- Children who are young carers
- Frequent changes of school
- Social issues- poor housing/changes in home life
- Bullying
- Low self-esteem
- Basic speech and language difficulty (e.g. amber- Wellcomm)
- Summer born or premature

**Strategies to support pupils identified as SEND**

- Adaptive 'Quality first teaching' is a priority for all pupils in the school including those with SEND.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.



- The SEND 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 cycle is known as the graduated approach (Assess, Plan, Do and Review).

#### **How St Michael's adapts the curriculum and the learning environment for pupils with Special Educational Needs.**

- The Disability and Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- In line with this, there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning by adapting the curriculum to meet the needs of the children; adapting the physical learning environment; accessing additional support for individual and groups of children and providing training opportunities for staff to enable them to support children.
- The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school improves access to the physical environment of the school as part of our annual review of the accessibility and disability plan. This covers improvements to the physical environment of the school and physical aids to access education. (See accessibility plan)
- The school strives to improve the delivery of information to pupils with SEND, their families and when appropriate for disabled students.

#### **How the progress of pupils with Special Educational Needs and Disabilities is assessed and reviewed at St Michael's.**

At St Michael's we adopt the graduated response. This means we follow the 'Assess, Plan, Do, Review' system as outlined in the SEND code of practice 2014.

**ASSESS:** - In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers' and national data. The pupils' own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

**PLAN:** - We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENCo agree in consultation with the parent/carer and pupil the adjustments, focused provision and/or interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.



**DO:** - The school's SENCo Mrs Reilly supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and, where the focused provision/ interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. All interventions are quality assured by the SENCo and have entry and exit data.

**REVIEW:** - Reviews are carried out on the agreed date. EHC (Education, Health and Care Plan) must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCo/Pastoral Team's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and pupils and this may involve others being present at review meetings and the SENCo/Pastoral Team attending meetings offsite to support the transition process.

**How St. Michael's manages the needs of pupils who qualify for SEN support.**

- In many cases the pupil's needs are effectively met within school. Practices and strategies can be viewed in the School's Local Offer which is published and can be seen on the School's website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress, despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used include, for example: Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services,) Seedlings, YPAS, Positive Futures and Together Trust.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need. The school may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child and they have not made expected progress, the school or parents/carers should consider requesting an Education, Health and



Care needs assessment.

- In applying for this the school presents evidence of the action taken as part of SEN Support.

#### **How St. Michael's works with parents and carers in planning for provision and reviewing progress.**

- At St Michael's we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parent's/carers particular knowledge of their child and any changes in needs which they can provide.
- In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child. Other systems promoted to encourage communication are parent workshops, questionnaires, promotional leaflets distributed to signpost parents for support and the School website.
- Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Parent/ Child/Teacher conferences take place three times a year.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

#### **How St. Michael's enables pupils with SEND to participate in all activities together with pupils who do not have SEND.**

- At St. Michael's we recognise our duties regarding equality and inclusion for individual disabled children under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCo/Pastoral Team monitors the attendance of those with Special Educational Needs and Disabilities to ensure that there is good representative participation from these groups.



## **What support St. Michael's offers for improving the emotional, mental and social development of pupils with Special Educational Needs and Disabilities.**

St. Michael's recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- 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 may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

At St. Michael's we have clear processes to support children and this is linked to school's safeguarding and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- 3 full-time learning mentors, trained in supporting pupils' emotional needs
- Pastoral support
- Lego Therapy
- Desty Programme
- CAMHS
- Seedlings
- Social Speaking Groups
- Drawing and Talking Therapy
- Sand Therapy
- Sensory circuit
- Mental Health Practitioner
- Rainbows
- Social stories
- Think yourself great intervention
- Think Bricks
- Positive Pals
- Learning aids/tools
- Personalised timetable

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at St. Michael's is Jeanette Riley. She can be contacted via the head teacher. The SEND Governor promotes the development of SEND



provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- Being familiar with key legislation and policy;
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENCo and participating in learning walks and discussions with the pupils;
- Ensuring they have an understanding of the role of the SENCo and how pupils are supported;
- Developing an awareness of the types of SEND present within the school cohort;
- Reporting regularly to the Governing Body;
- Understanding how funding received for SEND is allocated by the school;
- Attending training in relation to SEND;
- Assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the SEND policy. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEND Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCo and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes;
- Use of standardised tests including reading, spelling and numeracy ages;
- An analysis of external tests such as SATs;
- The school's tracking systems and teacher assessments;
- Evidence generated from pupil profiles and Annual Review meetings;
- Reports provided by outside agencies including Ofsted.

#### **Availability of SEND training for teachers, support staff and the SENCo**

All primary schools within the schools allocated SEND Consortia share best practice and offer support within the locality. Training on SEND is arranged through these and with the support and involvement of the services attached to these, the training is 'needs-led' and linked to the school development plan, needs of the particular consortia and the school's Local offer. Specific training can be provided for the SENCo, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENCo Briefings and an annual SENCo Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils



can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEND Information report.

### **How SEND is funded at St. Michael's**

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can, for example, be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCo, along with other key staff in the school, has a key role in determining how this budget is used to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- The Pastoral Team;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist teachers providing small-group support;
- Specialist books and equipment;
- Specialist Assessments;
- Tailored interventions;
- SEND tracking systems e.g. WELLCOMM, BOXALL;
- AAC Systems such as Widgit;
- In class and additional adult support from LSA's;
- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment;
- Educational Psychologist assessments;
- Outreach agencies.

### **How St. Michael's supports pupils with medical conditions.**

As stated in the 'Code of Practice', 'The children and Families Act 2014' places a duty on maintained schools and Academies to make arrangements to support pupils with medical conditions...'

At St. Michaels, staff work closely with parents and carers to support children with identified medical conditions. Relevant training is undertaken by key staff to ensure needs are met.



The school also works closely with their assigned school nurse when writing and reviewing health plans. The school has produced a separate policy entitled 'Policy for Supporting Medical Conditions in School' which is available on our school website and provides additional information.

### **How St. Michael's approaches its statutory duties in terms of increasing its accessibility over time.**

(See the school's 'Accessibility Plan' and 'Disability Equality Scheme'.)

All pupils have equal access to a broad and balanced curriculum adapted to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria: lessons are adapted appropriately and assessed to inform the next stage of learning.

Provision Mapping features significantly in the SEND provision provided by the school. Intervention and focused provision groups contain outcomes to ensure that all pupils experience success. All interventions have entry and exit data and SEND children are tracked rigorously by the SENCo on a termly basis through pupil progress meetings.

Following The Equality Act 2010, it states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs and/or disability, including pupils with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **How St Michael's handles complaints from parents/carers of pupils with SEND about SEND provision.**

Any complaints should first be raised with the SENCo, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership)



- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Any behaviour logs (conduct books) should ensure strategies are included and shared with parents/carers.

### **Who is responsible for SEND provision at St. Michael's?**

We acknowledge that the SENCo shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEND, the SEND governor Jeanette Riley also promotes the development of SEND provision.

### **The Governing Body will report annually on the success of this policy under the statements listed in 'The aims and objectives of this policy'.**

In evaluating the effectiveness of this policy, the school will consider:

- Findings of the SEND information report including its Local Offer
- Reports presented by the Head teacher, SENCo and Link SEND Governor
- Parents/Carers
- Pupils
- Outside Agencies with evidence of joined together working
- Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through
- Consideration of each pupil's success in meeting their agreed outcomes
- Use of standardised tests including reading, spelling and numeracy
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions, and person-centred planning reviews from Education, Health and Care plans and EHATs
- Reports provided by outside agencies including Ofsted

### **The role of the Head teacher at St. Michael's**

The Head teacher will support the Governing Body, SENCO and all members of school staff in the implementation and monitoring of this policy. The head teacher will:

- Work with the SENCo and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Liaise with the SENCO on the deployment of the SEN budget;
- Work with the SENCO to ensure Governors are kept well informed;
- Ensure all policies and procedures are transparent and clear.

### **The role of the SENCO at St. Michael's**

The role of the SENCo involves:

- Ensuring all practitioners in the setting understand their responsibilities to children



with SEND and the setting's approach to identifying and meeting SEND needs;

- Advising and supporting colleagues;
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals or agencies beyond the setting;
- The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and high needs funding;
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and updating the school's SEND information report in line with statutory guidelines;
- Co-coordinating provision for children with SEND;
- Liaising with parents of pupils 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 pupils' needs effectively;
- Liaising with the pastoral team on a daily basis;
- Liaising with parents/carers of pupils with SEND;
- Liaising with our Infants, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Monitor and support a graduated approach of Assess, Plan, Do and Review;
- Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision, including support staff and the pastoral team;
- Review the work of other adults regularly;
- Review pupil progress and tracking achievement;
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions and provision;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

### **The role of the teacher at St. Michael's**



- Adhere to their responsibilities for children with SEND and the settings approach to identifying and meeting SEND;
- Liaise with parents/carers, ensuring they are fully involved in their child's provision;
- Liaise with outside agencies and ensure recommendations are put in to place to support the child;
- Use the data and child knowledge to plan for children individually to reach their full potential;
- Working with the SENCo, pupil and parent/carer to assess, plan, do and review;
- Work in collaboration with support staff and pastoral team to ensure provision is timely and effective;

#### **The role of the Teaching Assistant and Pastoral staff at St. Michael's**

- Adhere to their responsibilities for children with SEND and the settings approach to identifying and meeting SEND;
- Work with the teacher and the SENCo delivering interventions;
- Evaluate and track attendance on interventions;
- Plan entry and exit assessments for all interventions;
- Keep class teacher and SENCo informed of the well-being of any pupil.

In line with good practice reference to children with SEND is included in all our policies.

This SEND Policy was produced in October 2023 and will be reviewed in October'24

S. Reilly: SENCo