

St. Michael's Catholic Primary School



Special Educational Needs and Disability Policy

October 2025

With Jesus we can Achieve what we Dream and Believe

SENCo: Mrs Sarah Reilly

Headteacher: Mrs Jade Gordon

SEND Link Governor: Mrs 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

Section 1:

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at St. Michael's Catholic Primary School is a member of our Senior Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mrs Gordon and Mrs Birch advocate and work closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Jeanette Riley

Section 2 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

Aims:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.

- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives:

- To identify and provide for children and young people who have special educational needs, disability and additional needs
- To work within the guidance provided by the SEND Code of Practice (January 2015)
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils
- 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 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.

Section 3: Identifying Special Educational Needs and Disabilities

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)

At St. Michael’s Catholic Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their

personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress and SEND review Meetings to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which is:

- 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous provisions designed to secure better progress, where required.

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, these alone do not constitute SEN:

- 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
- Low self-esteem
- Summer born or premature

Any concerns relating to child or young person's behaviour will be described as an underlying response to a need, which we will aim to recognise and identify effectively.

Section 4: The Graduated Approach

At St. Michael's Catholic Primary 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 teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- 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, Flash Academy 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.

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).
- A pupil is placed on the SEND register if they are receiving targeted level support through wave one, high quality first teaching.
- For higher levels of need, pupils may receive wave two (intervention support) or wave three (specialist referral, support and advice) to support reducing their barrier's to learning.

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/carers 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, at least three times a year. 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/carers 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.

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

- 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 (wave one and two).

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception upon request (<https://stmichaelscatholicprimary.co.uk/about-us/send-and-inclusion/>) and is updated regularly.

We guide parents towards the LA Local Offer

https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0&_ga=1*14ng4ql*_ga*MTI5MTcwNDExMy4xNzU4NzM1MTY2*_ga_H88ZGQXGY7*cze3NTk4Mzc0OTgkbzlxJGcwJHQxNzU0ODM3NTAwJGo1OCRsMCRoMA for information about wider services which can be found across Liverpool and the wider Merseyside Area.

In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy (<https://stmichaelscatholicprimary.co.uk/key-information/admission-arrangements>)
- Our links with other agencies in our SEN Information Report (<https://stmichaelscatholicprimary.co.uk/about-us/send-and-inclusion/>) to support the process)

At St. Michael's we use a person-centred approach, by working with parents and children to develop provision:

- 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.

Section 7: Supporting 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.

Section 8: Monitoring and Evaluation of SEND

Whilst the full governing body remains responsible for SEND, they have appointed 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

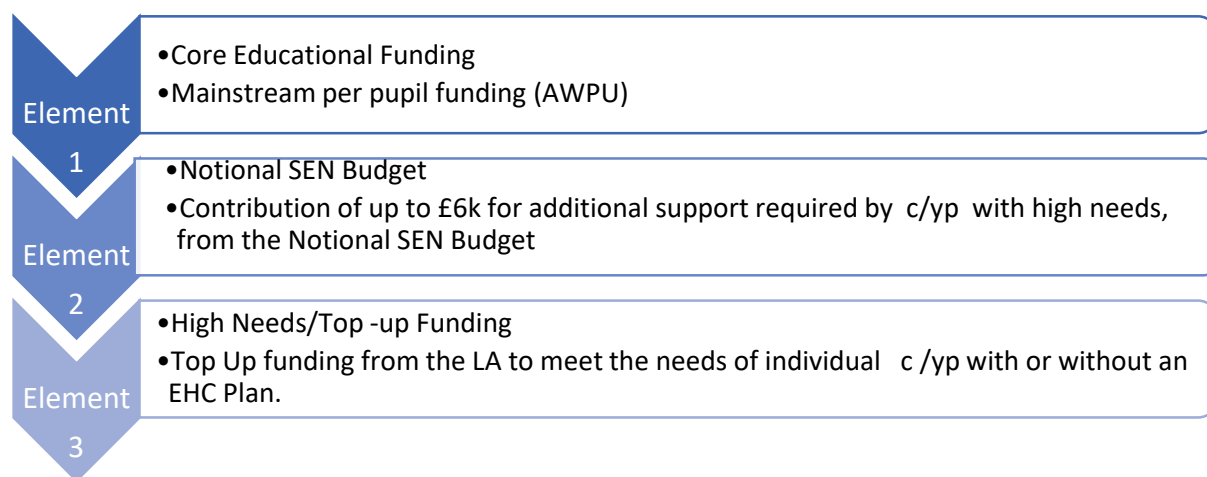
Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- 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.

Section 9: Resources and Training

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and

the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

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.

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are supported to access this. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

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.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at St. Michael's Catholic Primary School these include;

- The SEN Governor is Jeanette Riley, she meets with the SENCO termly and monitors the progress of pupils/students with SEN.
- The school employs three Learning Mentors. They carry out a range of roles across the school (including wave 2 interventions) and are line managed by Sarah Reilly.
- The Designated Teacher for Safeguarding is Mrs Birch (Tuesday, Wednesday and Thursday) and Mrs Reilly (Monday and Friday)
- The member of staff responsible for Looked After Children is Mrs Birch
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Mr Smith and Sarah Reilly.

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 in line with the SEND Code of Practice (2015);
- 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.

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 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.

Section 11: Storing and Managing Information

All documents are stored securely on the school CPOMS Student secure site and Edukey. These documents are stored as long as the pupil attends St. Michael's and are transferred to relevant schools during key stage transfers or change of school, via their access to CPOMS. Documents stored on CPOMS are secured and are only visible to staff with safeguarding access.

Appropriate specialist reports may be shared with class teachers via Edukey, which is a secure site used only by St. Michael's staff. Only class teachers and the SENCo have access to this site, as well as Senior Leaders.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working practice.

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

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

(<https://stmichaelscatholicprimary.co.uk/wp-content/uploads/2022/11/St-Michaels-Accessibility-Plan-2022-2025.pdf> .)

Section 14: Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Dealing with Complaints

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.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

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This SEND Policy was produced in October 2025 and will be reviewed in October'26