



<u>St. Michael's Academy</u>	Date signed off: May 2018
Special Educational Needs Policy	Review Date: Summer Term 2019

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## **Mission statement**

### **Being the best we can be together!**

At St Michael's Academy, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## 1. Aims and objectives:

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

## 2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Matt Vella.

The person co-ordinating the day to day provision of education for pupils with SEN is Estelle Chant.

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

### **All staff can access:**

- The St Michael's Academy SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Somerset's SEND Local Offer

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- St Michael's Academy School Offer (accessible on the school website)

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEN provision.

## 4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## 5. Specialist SEN provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

## 6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

## 7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy.

### **A graduated approach:**

#### ***Quality First Teaching***

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

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- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent Consultation evenings are used to monitor and assess the progress being made by children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Further information about EHC Plans can found via the SEND Local Offer:**

[www.somerset.sendlocaloffer.org.uk](http://www.somerset.sendlocaloffer.org.uk)

**and Parent Partnership: [www.somersetparentpartnership.org.uk](http://www.somersetparentpartnership.org.uk)**

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## Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## 10. Inclusion of pupils with SEN

The Principal, governors and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

## 11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of regular reviews and assessments, discussion and through progress meetings with staff and with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated and monitored by the SENCO in liaison with teaching staff. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments.

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These interventions are monitored and evaluated regularly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## 12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or SENCO, who will be able to advise on formal procedures for complaint.

## 13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## 14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## 15. Working in partnerships with parents

St Michael's Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

The school works in partnership with its Feeder schools and the local Teaching School at Fiveways. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## 17. Links with other agencies and voluntary organisations

St Michael's Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaison with agencies including:

- Somerset Education Psychology Service
- SEBS
- Integrated Therapy Service
- Learning Support Service
- Specialist Outreach Services
- CAMHS
- The Speech, Language and Communication Needs Team and The Autism Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed \_\_\_\_\_ [Name]

(Principal)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SEN Governor)

Date \_\_\_\_\_

This policy will be reviewed annually.

## APPENDIX A – SEN Information Report

### How does St Michael’s Academy know if children need extra help?

St Michael’s Academy is committed to the early identification of children with barriers to their learning and needs which are additional or different to their peers. When a child is not making adequate progress despite high quality first teaching we will investigate the reasons for this and identify the potential barriers to learning.

Children may be identified as having SEND through a variety of ways including the following:

- Pupils: Children may raise issues with their class teacher/Teaching Assistants or parent/carer regarding barriers they are finding to be successful with their learning. This information can then be used to ensure appropriate provision for their needs
- Teachers may identify children by making observations of the child, analysing assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENCO
- Concerns raised by parents/carers. These concerns will be recorded and investigated and any outcomes will be reported back
- SENCO – who will work alongside both the parent/carer and the teacher to identify the child’s needs and to support the teacher in collating information about the child’s progress, attainment and behaviours. Where appropriate, specific diagnostic/assessment tools may be used by the SENCO to identify specific needs
- Staff liaison with Infant school/previous school
- Child performing below age expected national expectations
- Results from school screening assessments: Phonic assessments; Reading and Spelling Assessments
- Through termly Pupil Progress Meetings held between the Teachers / Senior staff /SENCO/Principal
- Liaison with external agencies. External agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer □ Health diagnosis through paediatrician/doctor

### What should I do if I think my child may have special educational needs?

Talk to us. Firstly contact your child’s class teacher. If you require more information contact our SENCO, Mrs Chant. We pride ourselves on building positive relationships with parents.

We are open and honest with parents and hope that they are able to be the same with us.

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Signed by Chair of  
Governors:..... Date:.....

## **What can I do if I think my child has severe and complex Special Educational Needs?**

You and the school either independently or in partnership can request that the Local Authority carry out a Statutory Assessment of your child's needs.

After the request has been sent to the Local Authority, they will decide whether they think your child's needs (as described in the documentation provided), are complex enough to require Statutory Assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs and the provision in place following the graduated response. If they do not think your child needs this, they will ask the school to continue with the support in place.

After the information has been collated, the Local Authority will decide if your child's needs are severe and complex. If so, they will call a meeting of all professionals involved with your child and an Education, Health and Care Plan will be written. If this is not the case, they will ask the school to continue with the support they are providing following the guidelines of the Code of Practice.

## **How will St Michael's Academy staff support my child?**

- High Quality First Teaching: this is the teaching that your child receives each day within school. This is differentiated to meet the needs of all children
- High Expectations: all our staff have high expectations of all our pupils including those with SEN
- SEN Support: this can be one or more of a variety of methods and may be delivered within the classroom or in another area of the school or sometimes off site. The children have access to a wide variety of interventions that can be delivered either in a small group or individually. These interventions are delivered by a variety of professionals including class teachers; our SEN Teacher; our SENCO; Teaching Assistants
- Referrals for Specialist Support: Some pupils may require specialist support from an external agency. Any input by external agencies will require your consent

## ***Who will oversee, plan and work with my child?***

All teachers are teachers of pupils with SEND. The class teacher is responsible for planning, supporting and reviewing each child's progress across the curriculum.

Our SENCO and SEN Team will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) or our Assistant SENCO working with your child either individually or as part of a group, if this is seen as necessary by the class teacher or SENCO. Appropriate Interventions, selected and monitored by the SENCO, may form part of an individual's support plan. The regularity of all these sessions will be explained to parents/carers when the support starts. The SENCO oversees interventions and the progress of all children receiving additional SEND support. The support plan includes a pupil profile, which details their individual strengths and areas of need and includes the strategies that support them.

## ***Who will explain this to me?***

The class teachers will communicate with parents through twice yearly Consultation Meetings to discuss your child's needs, support and progress. The SENCO is also available at these meetings and may offer a separate or joint meeting with the class teacher. For further information outside of these times, the Class

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teacher and SENCO are available to discuss your child's progress and the support in more detail (specific times available on request).

***How are the Governors involved and what are their responsibilities?***

The SENCO provides information to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the governors is responsible for SEN and meets regularly with the SENCO. She also reports to the governors to keep them informed. The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

**How will the curriculum be matched to my child's needs?**

***What are the school's approaches to differentiation and how will that help my child?***

Class teachers differentiate the curriculum to meet the needs of all children within their class. All work within class is pitched at an appropriate level so that all children can access according to their specific individual needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Class teachers implement the support strategies detailed in the child's support plan

**How will I know how my child is doing and how will you help me to support my child's learning?**

In September, if your child is in receipt of SEN support they will have a support plan in place which details your child's strengths and areas of need, as well as recommended support strategies. The support plan will also detail any interventions in place. They will have either individual or group targets set that are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the targets will be achieved by the time they are reviewed. These targets will be reviewed on a termly basis by the class teacher in partnership with the SENCO (when appropriate) and should include yourself and your child. Progress will be reviewed against intervention/individual class targets and national expectations for your child's age and key stage and new targets set if appropriate.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six-monthly interim review if there are changes to circumstances, or any concerns.

Your child's class teacher is responsible for reviewing your child's progress in all areas of the curriculum. The class teacher will assess your child's progress every half-term and will use this data to inform planning, selection for interventions or to identify barriers to learning. If your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This may be done by the class teacher, the person carrying out the intervention or the SENCO.

If your child is receiving support from an external agency then they will monitor the impact of any work they carry out with the child through an Assess, Plan, Do and Review cycle.

***What opportunities will there be for me to discuss my child's progress?***

The class teacher will meet with parents/carers at least twice a year (Parent/Carer Consultation Evenings) to discuss your child's needs, support and progress. For further information, the SENCO is available to discuss support in more detail. Written reports are sent to all parents/carers annually in the Summer Term and there is an opportunity for you to respond to this report.

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We believe that your child's education should be a partnership between parents and teachers.

Therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

***How will you help me to support my child's learning at home?***

- Through the review meetings, staff can share with you some ideas to support your child's learning at home. This may be supported through a home/school book which gives details of your child's learning each week or signing up to Class Dojo
- We can also provide workshops/booklets for parents, which focus on specific areas of the curriculum, including Numeracy, Literacy etc. or provide further information about Special Educational Needs
- Class teachers and the SENCO are happy to share practical ideas and resources with you at any time
- Homework is differentiated to meet your child's individual needs when needed

***How does the school know how well my child is doing?***

Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.

We measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and is responsible for noting areas where they are improving and where further support is needed. As a school, we track pupils' entry through to Year 6, using a variety of different methods including reading and spelling assessments. Pupils who are not making expected progress are picked up through our termly Pupil Progress Meetings with the class teacher and senior staff. In this meeting, a discussion takes place concerning why individual children might be experiencing difficulty and what further support can be given to aid their progress.

For children in receipt of SEN support we set individual targets and review progress. We can use these targets to monitor a pupil's academic progress or their social and emotional development, where appropriate, and update or adjust targets accordingly. This may involve smaller steps or using a different approach or intervention to ensure progress is made. All interventions are carefully selected and monitored by the SENCO to ensure they have an impact on learning and development of skills.

The SEN Governor monitors the progress of SEN children and reports are given to the governing body on a termly basis.

### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children with support plans will actively be involved in their development and review.

All children will set and review their targets with their class teacher and or members of the SEN team and have the opportunity at the end of each academic year to reflect on their progress and achievements and areas to build upon, through their Annual report.

If your child has an EHC Plan, the annual review of their EHC Plan harnesses the child's views before any meetings.

### **What support will there be for my child's overall well-being?**

We are an inclusive school; we welcome and celebrate diversity. All our staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCo for further advice. This may involve working alongside outside agencies such as Health and Social Services, the Behaviour Support Service, Educational Psychology Service.

All staff implement the school's Behaviour policy which sets clear guidelines for rewards and sanctions across the school. We also provide additional support for children who need to develop their social and emotional wellbeing through an extensive range of emotional literacy interventions including: Theraplay and Creative Art Therapy groups; Nurture groups; Forest School; Cooking and Gardening; Breakfast club; Social Communication groups.

Our Behaviour Support Specialist, Mrs Cole, is in place to support pupils who require further intervention in terms of behaviour at school.

We have three ELSA (Emotional Literacy Support Assistant) Teaching Assistants in post, who work, under the direction of the SENCo, with vulnerable children during the school day.

We also have 4 Thrive Practitioners in place who continue to support the Thrive Approach across the school.

### ***How does the school manage the administration of medicines?***

The school has a policy regarding the administration and managing of medicines on the school site. Please refer to St. Michael's Medical Policy. Parents should contact the School Office in the first instance and inform their child's class teacher if medication is recommended by health professionals to be taken during the school day. A medical plan may need to be written with the information you have given us to ensure

that your child's needs are met. Most of our staff are First Aid trained and they receive regular updated training on common medical needs. Parents need to contact the school's office to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long-term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the medical team working with the child.

### **What specialist services and expertise are available at or accessed by St Michael's Academy?**

Our SENCO is currently studying for the NASENCo Postgraduate qualification at Plymouth University. This is in line with the requirements set out in the SEND Code of Practice 2015. In addition to holding the Post Graduate qualification that enables her to assess and teach children and adults with Specific Learning Difficulties, she is a qualified Thrive Practitioner and has a range of training and experience in a wide variety of SEND having been an SEN Teacher for a number of years.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, and/or we are unable to identify the barrier to their learning we will consider involving specialists, including those from outside agencies.

As a school we work with any outside professionals that we feel are relevant to meeting the individual children's needs including: Educational Psychology services; Integrated Therapy Service; Children's Social Care; Learning Support Services; Social, Emotional and Behavioural Service; Autism Outreach Team; Speech, Language and Communication Team; Sensory, Physical Impairment and Medical Support Team (SPIMS); Special Educational Needs Information Technology Advisory Service (SENITAS); Child and Adolescent Mental Health Service (CAMHS); Paediatrician; School Nurse; Orthoptic Literacy Difficulty Clinic.

These services are usually accessed by the school via a referral process. The referral is carried out by the SENCO and will always be with the consent of the parent/carer. In some instances, these services may be accessed directly by the parent via the child's GP.

### **What training have staff had or going to have in supporting children with SEN and disabilities?**

As a staff we have regular training and updates of SEND conditions, medication use and resources /interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

Most of our staff are STC trained.

All our TAs have received training in delivering the specific intervention programmes they deliver including : Read Write Inc; Phonics; Individual Literacy Intervention (ILI); Theraplay; Learn to Move; Speech and Language (SALT) and Occupational Therapy (OT) programmes; Muddy Puddles Programme (bereavement) and English as an Additional Language (EAL).

All our TAs have received training in delivering support for phonics; reading; maths support and are competent at monitoring progress as directed by the class teacher.

We have staff who are ELKAN trained and who have ASD Level 1 and 2 training.

We have three fully trained ELSAs (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.

We have 4 Thrive Practitioners who take part in training each year to maintain practitioner status and enhance the Thrive Approach across the school.

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful where possible.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents will be involved in the decision making about school trips and activities.

### **How accessible is the school environment?**

St Michael's Academy has ramped access to the site and an accessible lift to the second floor of the building. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

The school has an English as an Additional Language (EAL) Co-ordinator, Mrs Evans, who is responsible for co-ordinating support for EAL pupils in the classroom, smaller groups and 1:1. She will liaise with EMATES (Ethnic Minority Achievement and Traveller Education Service) who can, at times, assist us in supporting our families with English as an additional language. When necessary, the school uses the translation service to translate reports, documents and letters and to provide an Interpreter to attend meetings and Parent Consultation Evenings.

Mrs Evans will assess our EAL pupils and monitor their progress, reporting regularly to the class teacher and the SENCo.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- We hold meetings with the Feeder schools for children with identified SEND prior to transfer to St Michael's Academy to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school are encouraged and transition activities based on therapy concepts are put in place. Resources, including photo books, may be used.
- When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing Pupil Support Plans, successful strategies, barriers to learning and next steps
- When moving schools the SENCO will contact the new school's SENCO to share SEN information prior to the move. Once the child has moved your child's SEN file will be sent to the school.
- When moving to secondary school, meetings will be held during the Spring and/or Summer Term to discuss all children with SEND. All children attend a transition day at some point during the Summer Term. For identified children additional visits to the secondary school may be organised by the SENCo.

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Signed by Chair of

Governors:..... Date:.....

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education Health Care Plan Annual Review may be used as a transition meeting during which we will invite staff from both schools to attend.

### **How are resources allocated and matched to children's special educational needs?**

- We have a team of highly trained TAs who are funded through our SEN budget to provide targeted interventions to meet children's needs.
- The school may be able to apply for 'high needs' funding for children with more complex needs. In this case, funded pupils will be given a banding level between 1 – 6. This is based on evidence of need. The banding allocation has a value attached to it and will be different each year depending upon the level of need and applications made across the County. This funding is then used to ensure a higher level of support and resources for your child.
- The effectiveness of the provision is monitored by the SENCO and by the Governors via the Principal's termly reports.

### **How is the decision made about what type and how much support my child will receive?**

- The decision regarding the support for your child is based on an **Assess, Plan, Do, Review** cycle which will involve relevant school staff, parents/carers, your child and any outside professionals as necessary.
- If there are concerns regarding your child's progress at the review stage, we will work in collaboration to ensure that more specialist assessment and/or provision is provided for your child.
- Should your child make good progress through the interventions and support provided, then decisions may be made to remove SEN support. Support would then be provided by the class teacher through a normally differentiated curriculum.

### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school, we have a very positive approach to all types of behaviour with a clear reward and sanctions system. Please refer to the Discipline Policy on our website. This is followed by all staff and pupils. Some pupils may be given a report card to support them in making good decisions. Parents will be informed of this and invited to regular meetings to discuss progress. If a child requires further support due to being at risk of exclusion, then a Pastoral Support Plan (PSP) is written alongside the child and Parents/Carers to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by our Office staff. Lateness and absence are recorded and regular attendance is actively encouraged throughout the school and rewarded on a termly basis, as is improvement in attendance.

Concerns with attendance are rigorously followed up and meetings are held with the family and relevant agencies.

**Who can I contact for further information?**

- The first point of contact would be your child’s class teacher to ask further questions or share your concerns.
- You could also contact our SENCO, Estelle Chant, through the school office
- Additional information can be found in our SEN policy on our website
- Contact parent partnership [www.somersetparentpartnership.org.uk](http://www.somersetparentpartnership.org.uk)

**Who should I contact if I am considering whether my child should join St Michael’s Academy ?**

- Contact the school office to make an appointment to arrange a meeting with the Headteacher, Matt Vella, or the SENCO Estelle Chant, on 01935 423863.

APPENDIX B – Useful Links

Government statutory guidance: SEND code of practice: 0 to 25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> SEND: guide for schools and alternative provision settings

<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision>  
<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>

Somerset’s Local Offer: <http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somersets-local-offer/> Somerset Special Educational Needs and Disabilities (SEND)  
<http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs>  
<http://www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/sen/>