St Michael's C of E Schools' federation

SEND Policy



Creation date – September 2026	Review date – September 2027

Introduction

This policy document is a statement of our aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities at St Michael's Church of England Schools' Federation. The named SEND Co-ordinator and SEN Governor ensure that the policy works within the guidelines of the new SEND Code of Practice 2014.

Links to vision and values:

*We know that our children are **inspirational**! They inspire us on a daily basis. We are constantly updating our curriculum to ensure **curiosity** and **creativity** is paramount to how we learn. We want our children to become **independent**, both in their work but also within themselves and their personalities – to think and do for themselves. In our current climate we want to teach our children to be **resilient**– to not give in – to **persevere** even through the difficult aspects of their lives. Most of all we **cherish** and **nurture** the children at this school because we recognise that they are all **unique** individuals. Every child in this school is on their very own learning pathway to ultimately '**be the best they can be**'.*

The school values of Happiness, Friendship, Perseverance and Respect permeate school life to create an exciting curriculum and a family to which all stakeholders are proud to belong.

We pride ourselves on the sense of achievement running through the core of the school. Visitors comment regularly on the welcoming Christian ethos provided by following our school values of Happiness, Friendship, Respect and Perseverance.

Principles

At St Michael's C of E Schools' Federation the children are at the heart of everything we do. We are proud to provide a safe, inclusive, stimulating and happy learning environment to enable all members of our family to thrive and be valued and respected. Our broad, balanced and creative curriculum provides opportunities for everyone to succeed and achieve.

Our guiding principle is one of inclusion. It is our aim to identify and break down possible barriers to learning. We abide by our school vision (above) and school values of Happiness, Friendship, Perseverance and Respect, to ensure all of our children succeed to 'Be the Best that they can be'

It is the responsibility of every teacher to meet the needs of all children in their class, through classroom organisation, teaching materials, teaching styles and appropriate adaptations. However, if the pupil does not make adequate progress even after their identified area of need is targeted, then that pupil may be identified as having special educational needs.

The provision for pupils with special educational needs is the concern of the whole school and part of the continuous cycle of assessment and review.

Objectives

- All staff members seek to identify the needs of pupils with SEND as early as possible.
- The progress of all pupils is monitored on a regular basis and this aids the identification of pupils with SEND. Continuous monitoring helps to ensure that all children reach their potential.
- The school will make appropriate provision to ensure that all pupils with SEN have full access to the National Curriculum. This provision will be regularly monitored during SEN meetings between SEND Co-ordinator and class teachers.
- The school will 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 understanding SEND procedures.
- The school will work with outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Specialist Teaching Service, Educational Psychology Service, Speech and Language Therapists, Occupational Therapists and Early Help.
- The school will create an environment where pupils contribute to their own learning. This means encouraging relationships with adults in school so that pupils feel safe to voice their opinions.

The Roles of those Co-ordinating SEND Provision

The Senior Leadership Team

The Executive Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Executive Head Teacher keeps the Governing Body fully informed and also works closely with the Head of school and SEND Co-ordinator.

The School Staff

All teachers are teachers of pupils with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. All staff have complete and up to date information about all pupils with SEND and are aware of their requirements.

The SEND Co-ordinator

The school SEND Co-ordinator is Mrs Vikki Ainsworth, she is also a member of the Senior Leadership team and a DSL. She works closely with each Head of school and the Executive Head Teacher. The SENCo is closely involved in both the strategic development and the day to day operation of the SEND policy and provision.

Responsibilities include:

- Co-ordinating provision for pupils with special educational needs and Disabilities.
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Liaising with parents of pupils with SEND

- Working with School SENCOs, Educational Psychologists, Specialist Teachers, the School Nurse, Speech and Language Therapists, and other professionals.
- Overseeing the school SEND register.

Admissions

The school caters for the full ability range and the presence or absence of a special educational need or disability is not a factor in the selection of pupils. The Governing Body uses the LA admissions criteria.

- Parents may apply directly to the school for any in-year admission. In all cases, pupils and their parents are invited to view the school and discuss matters with the Executive Head Teacher.
- Medical needs are met in accordance with medical advice. This includes medication, managing medical conditions and carrying out procedures as required by the pupil's doctor and parents.
- The SEND Co-ordinator is responsible for supporting Children in Care and is responsible for the production and on-going evaluation of a long-term support in conjunction with Social Services.
- The SEND Co-ordinator is responsible for supporting Adopted children and is responsible for the production and on-going evaluation of long-term support in conjunction with outside services.
- The Education Act of 1996 states that if a parent wishes to have his/ her child educated in a mainstream school, the LA must provide a place unless this is incompatible with the efficient education of other children and that there are no reasonable steps that can be taken to prevent that incompatibility.
- The school operates an equal opportunities policy and pupils with special educational needs and disabilities are afforded the same rights as others.

Specialist provision

Our SEND Co-ordinator is a qualified teacher with experience and a special interest in SEND. She has completed the National SENCO award and regularly attends courses relevant to the school's needs. The school seeks specialist SEN provision and training where necessary. The school welcomes applications for admission from the parents of all pupils.

Allocation of resources

The school plans and provides for pupils with SEND from their main budget. The costs of the SEND Co-ordinator are set against the core or base budget of the school.

The school spends this money on:

- Teaching assistants
- Training for all teachers, TAs and other staff so they can meet pupil's needs more effectively.
- SEND Resources

The details of how individual pupils receive support are recorded on personalised plans and provision maps.

The school may receive additional funding for pupils with an Education, Health and Care plan.

With the introduction of the Community of Schools, specific funding for groups of children can be obtained if agreed by a panel of other SENCo's from the local area.

Identification of pupils needs

A graduated approach:

Quality first teaching

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored. The child's class teacher will take steps to provide differentiated learning opportunities which will aid the pupil's progression. The SEND Co-ordinator will be consulted for support and may observe the child in class and speak with parents. Parents are encouraged to share information and work with the school. The child is recorded as being monitored by the school.

SEN Support

Where it is determined that a pupil does have SEN, parents will be advised of this and the pupil will be added to the school SEN register. The aim of naming a child on the SEN register is to ensure that effective provision is put in place. The support put in place comes as a four-part process:
Assess
Plan
Do
Review

Assess

This involves clearly looking at a pupils need using class teacher assessment and experience of working with the pupil, details of previous progress as well as views of parents. The schools SEND coordinator may complete one or some assessments to identify possible needs.

Plan

Planning involves consultation between the teacher, SEND Co-ordinator and parents to agree the adjustments, interventions and support that are required. A clear picture of the impact that is expected and a clear date for review will be set. All those working with the pupil will be informed of their individual needs.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where intervention may involve teaching away from the main class teacher. Support with further assessment of the pupils' strengths and weaknesses will be provided by the SEND Co-ordinator.

Review

Reviews of a child's progress will be made on a regular basis. The review process will evaluate the impact and quality of support and interventions. It will also take into account the views of the pupil and where necessary the parents. SLT, class teacher and SEND Co-ordinator will revise the support needed based on the pupils' progress and development making any necessary amendments going forward.

Education, Health and Care Plans

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

The application for an Education, Health and Care Plan will combine information from a variety of sources including:
Parents
Teachers
SEND Co-ordinator
Health professionals
Information will be gathered relating to the current provision provided, actions that have been taken and the outcomes of any targets that have been set. A decision is made by a group of people from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Arrangements for Access and Inclusion

The Executive Head Teacher and SEND Co-ordinator oversee the schools' 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 any learning outside of the classroom. The school will seek advice, as appropriate, around individual pupils.

Success Criteria

In order to make consistent continuous progress in relation to the SEND provision the school encourages feedback from staff, parents, and pupils throughout the year. Pupil progress is monitored on a termly basis through pupil progress meetings, SEND meetings and the school review meeting.

Any SEND provision is recorded on a provision map which is regularly assessed and updated. Interventions are also monitored and evaluated on a termly basis.

Complaint Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak with the Executive Head Teacher or SEND Co-ordinator. They will be able to give advice on formal procedures for complaint.

Staff Training in relation to SEN

We aim to keep all school staff up to date with relevant training and developments in relation to SEND. The school SEND Co-ordinator attends relevant SEN courses and forums to ensure knowledge is up to date. School training is matched to both the needs of pupils and school development priorities.

External Support Services

St Michael's Church of England Schools' Federation continue to make it a high priority to build strong working relationships and links with external agencies in order to fully support pupils. The school SENCo regularly meets with a Community of Schools to discuss and put resources and support in place for pupils. As part of the Kent offer, schools also have access to link practitioners through the Professional Resource Group who help to support the school meet the needs of the pupils.

The Role of Parents of Pupils with SEN

St Michael's Church of England Schools' Federation believe that a close working relationship with parents is vital in order to ensure early identification and assessment of SEN and in order to set up appropriate intervention and provision. The SEND Co-ordinator offers an open door policy and is happy to meet with parents to discuss their child and issues relating to SEN.

If assessment indicates that a pupil has additional learning needs, then parents will always be consulted. Parents are invited to attend any SEN meetings with outside agencies regarding their child and will always be kept up to date with any actions which are drawn up in relation to the provision they receive.

Pupils will always be encouraged to participate in personal decision- making processes.

Links with Other Schools

Contact is made with SEN staff from local schools at Community meetings and SENCO forums. Support is given and best practice shared. St Michael's Church of England Schools' Federation has good links with other schools in the area such as; Bower Grove, Five Acre wood, West Borough Primary School, Jubilee Primary School, Palace Wood, Allington, St. Francis, Brunswick House and the local secondary schools.

Links with Other Agencies

Our SEND Co-ordinator is in close contact with health workers, the Education Psychology Service, Speech and Language Service and Specialist Teaching and Learning Service. These are now available through a Link practitioner model where we have regular access to specialists to ensure that as a Federation, we are meeting expectations and delivering the best value to all pupils. Other agencies can also be accessed should they be required.