

**St Michael's  
Church of England  
High School**

**SEND Policy**



**Reviewed October 2023**

**Next Review October 2024**

## **St. Michael's Church of England High School**

### **SPECIAL EDUCATIONAL NEEDS POLICY**

#### **Rationale:**

St. Michael's Church of England High School has adopted, a whole-school approach to children who have special educational needs. Its central principles incorporate the concept of inclusion, the graduated approach, curriculum entitlement and equality of educational opportunity for all. Its aim is to eradicate barriers to learning, to facilitate the successful integration of all students and to ensure that all make at least expected progress.

#### **Purpose:**

- ☐ To provide a graduated outcome based approach for students with special educational needs.
- ☐ To provide effective and appropriate support for all children on the Special Educational Needs Register. This will range from students with an Education Health Care Plan to those whose needs require only occasional support.
- ☐ To take into account the views of the child and parents/carers.
- ☐ To make staff aware of students' individual needs and ensure acceptance of shared responsibility for the education of all students with special educational needs.
- ☐ To advise and assist staff in preparation of differentiated materials and approaches which enable students to become effective learners.
- ☐ To encourage high expectations and standards by ensuring that students requiring support are presented with challenging but manageable targets and work.
- ☐ To acknowledge and reward positive behaviour and all forms of achievement.
- ☐ To raise the self-esteem of students who may have previously experienced failure and disappointment.

#### **Admission:**

Students with Special Educational Needs should have an equal opportunity to attend St. Michael's Church of England High School and are allocated places in

line with the school's admissions policy. Exceptions to this are students with ASC or cognition and learning difficulties whose Education Health Care Plan must stipulate St. Michael's Church of England High School's ASC Resource Provision or Cognition and Learning Provision.

#### **Identification of need:**

- ☐ Liaison with primary schools. Information about Year 6 students is collated by the pastoral team for Year 7 in liaison with the SENDCO and passed on to all staff.
- ☐ Results from formal tests, such as KS2 SATs.
- ☐ Year 7 students are tested during the first term.
- ☐ Results of school-based tests
- ☐ Staff referrals
- ☐ Parental requests

#### **SEN Register:**

- ☐ Students identified with SEND are recorded on the SEN register.
- ☐ All teaching staff, teaching assistants and appropriate support staff have access to the register, which is available on the shared drive.
- ☐ This is updated whenever necessary and staff informed of any amendments.
- ☐ Teachers consult the register to identify those students in their classes who have special educational needs or an Education Health Care Plan. This information is recorded in their GO data mark book, Class Charts and on seating plans.

#### **Roles and Responsibilities:**

##### **Heads of Year**

Concerns about children's progress should initially be raised with the relevant Head of Year, who will collate relevant information from the child's learning tutor and subject teachers. Depending on the outcomes, a referral may be made to the Special Educational Needs & Disability Co-ordinator (SENDCO). Individual subject teachers are responsible and accountable for providing Quality First Teaching including:

- Adapting and refining the curriculum to respond to both the strengths and needs of all students; monitoring student progress and identifying, planning and delivering any additional support/interventions.
- Contributing to devising personalised support plans to prioritise and focus on the next steps required for a child to make progress.
- Applying the school's SEND policy.

### **Inclusion Lead (SENDCO)- Miss K Boal**

#### **Assistant SENDCO- Mrs C Middleton**

The SENDCO is responsible for:

- Co-ordinating provision for students with SEN, developing the school's SEN policy and monitoring its effective implementation.
- Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring student progress and the effectiveness of provision.

Ensuring that parents are:

- Involved in supporting their child's learning.
- Kept informed about the range and level of support offered to their child.
- Included in reviewing their child's progress.
- Consulted when planning successful transition to a new key stage or college.

To contact the SENDCo, please email [Kathryn.boal@ldst.org.uk](mailto:Kathryn.boal@ldst.org.uk) or call the office on 0151 924 6778 and ask for the SENDCo.

### **Executive Headteacher – Mrs S Aspinwall.**

#### **Head of School- Mrs C McIntyre**

The Head of School is responsible for:

The day to day management of all aspects of the school, including the provision made

for students with SEND.

### **Governors' Curriculum & Ethos Committees**

These committees evaluate both the quality and impact of provision for students with SEND across the school. The SEND governor is Mrs C Roberts.

**School Nurse** The school nurse is responsible for:

□ Health promotion, advice, medical plans, signposting to other services, staff training and education, safeguarding and service co-ordination. The school nurse works in partnership with other agencies and as part of a multidisciplinary team to support the health and well-being of school-aged children.

### **Teaching Assistants**

Teaching Assistants within the school are deployed accordingly to the needs of the school. Their jobs can be linked to the timetable of an individual student, group of students or department. Ms Smith - LSU manager works alongside the schools senior leadership and inclusion teams to ensure that timetables are effectively planned for the accurate deployment of Teaching assistants across the school.

**Parents/Carers** Parents/Carers are an essential resource and regular contact is encouraged. School is committed to working in partnership with them and recognises the value of their contribution. They are responsible for:

- Raising concerns with the school
- Working in partnership during assessment of need
- Discussing and agreeing outcomes and strategies
- Supporting implementation of plans
- Attending monitoring and review meetings.
- Accessing independent information, advice and support during assessment.

### **Implementation:**

#### ***Quality First Provision***

In keeping with the Code of Practice, all staff are expected to teach students with SEND and must have due sensitivity to the code. There is provision for support in the classroom through the school's SEND report/Local Offer.

If a student is not making expected progress with Quality First Teaching there may be a need to refer the student to the SENDCO and a support plan may be put in place.

### ***SEN Support Plan***

#### *Assess*

The SENDCO collates the relevant information about a student from a variety of sources (teacher, student, parent, outside agencies) in order to develop an accurate picture of the student's needs. A support plan, outlining the strategies to be employed to achieve specific outcomes, is created. The views of the student are given consideration and short term targets agreed. These prioritise the key areas of learning to be addressed and define how progress will be measured and monitored. Where external agencies are involved, their advice and recommendations are included in the support plan.

#### *Plan*

The support plan outlines the methods employed to achieve the specific outcomes. The plan may include any or all of the following:

- a) Quality First and inclusive teaching tailored to the individual student's needs.
- b) Focused in-class support that will, where possible, facilitate an individual student's progress and enable curriculum access. Support is directed by the classroom teacher with the ultimate aim of developing the student's independence.
- c) Proven interventions intended to achieve specific targets - and how they will be delivered and monitored.
- d) The roles of the parent/carer and student.

When determining plans across the school, leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual student, who has been identified as having a specific Special Educational Need and for whom the Quality First teaching strategies has proved insufficient as the sole means of supporting the student's progress.

#### *Do*

Once accepted by all stakeholders the plan becomes a working document. Support

arrangements are updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings are formally recorded and a further plan will be devised, if required, to enable students to achieve the next steps in their learning. This plan can be revisited at any stage. The SENDCO manages the plans and arranges the review meetings.

#### *Review*

A timescale is attached to the plan so that everyone involved understands when outcomes are to be reviewed. Parents / Carers, relevant external agencies and, when appropriate, students are invited to this review as their contribution is valued. Both the impact of the support offered and the progress made towards set targets are evaluated. An amended plan can be devised, if required, to enable students to achieve the next stages in their learning. It may also be decided that a student has made sufficient progress to cease the plan.

#### ***High Needs Funding***

If a student continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget.

#### ***Education Health Care Plans (monitored by SENDCO)***

A small number of students may require additional support over and above the SEN support. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Sefton LEA to consider a student for an Educational, Health and Care Plan needs assessment. Parents and carers may also request an EHC assessment. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEN or a disability. It is reviewed annually with clear outcomes which must be measurable and worked towards.

#### ***Tests and Examinations: Access Arrangements***

Access arrangements for external examinations can be applied for from Year 9 onwards. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual students within school.

## ***Specialist Provision***

### *ASC Resource Provision*

Admission to the ASC Resource provision is via Sefton Children's Services for students with an EHCP. The Manager for this provision, has responsibility for the day to day management of the provision for students within it and a team of teaching assistants. Students access a full mainstream curriculum in mainstream classes unless reasonable adjustments are required and can be accommodated by the school.

The SENDCO has overall responsibility for the provision.

### *Cognition & Learning Resourced Provision*

Admission to the Cognition & Learning Resource provision is via Sefton Children's Services for students with an EHCP. At present it is staffed by specialist teachers and other teaching staff who support the students in core and high literacy subjects. Students access a full mainstream curriculum in mainstream classes unless reasonable adjustments are required and can be accommodated by the school.

The SENDCO has overall responsibility for the provision.

### *The Ark Resourced Provision*

Admission to the Ark Resource provision is via Sefton Children's Services for students with an EHCP. This provision is staffed with subject experts for English, Maths and Humanities who support a small group of Year 7 Pupils. Students access the curriculum for remaining subjects within mainstream classes unless reasonable adjustments are required and can be accommodated by the school.

### *The Hive Resourced Provision*

Admission to the developing Hive Provision is coordinated by the Inclusion Team for students who require access to a nurture based learning environment to support their access to the wider curriculum. The purpose of this space is to provide targeted time limited intervention for identified pupils to effectively support them to successfully access mainstream classes.

## **Complaints:**

These will be dealt with in accordance with the school's complaints procedure. Initial concerns should go to Heads of Year, then the SENDCO and if this has not resolved the matter to the Headteacher. For independent support parents/carers may contact SENDIASS (Sefton's Information, Advice and Support Service) by telephone on 0151 934 3334.



### **Monitoring and Evaluation:**

The school, including the governing body, is committed to regular evaluation of the effectiveness of its work. The SEN department will consider the following information when evaluating the quality of provision:

- Progress made by students as revealed by a range of test results
- Success rate in respect of targets set and outcomes achieved, SEN Support Plans and EHC plan
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Perception of students and parents about the support they have received
- Appropriate post-16 destinations and retention rates of students with SEN

In addition, students with Educational Health Care Plan have an annual review meeting involving parents/carers, students and other agencies (such as Children's Services, SENDIAS, Connexions, SAIS, Learning Mentors, health professionals, post-16 providers etc.) These reviews consider progress since the previous review and set measurable outcomes to help maintain the progress of students.

**Policy applicable to: ALL STAFF**

**Accountable for Policy: Head of School and SENDCO**

**Date Reviewed: October 2023**

**Next review date: October 2024**