



St Michael's CE Primary School

Special Educational Needs & Disability (SEND) and Inclusion Policy

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| Approved by | Interim Executive Board |
| Date | May 2018 |
| Date for Review | May 2019 |
| Responsibility | IEB |

This policy sets out our approach to supporting children with special educational needs and disability (SEND). For more information about how we support children with SEND please also see our **SEND Information Report** available on our website (updated annually): <https://st-michaels-playden.e-sussex.sch.uk> and the **East Sussex Local Offer for SEND**, available to view here: <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds>

We set high expectations for all pupils whatever their prior attainment. This is reflected by our vision to unlock every child's potential as 'Together Everyone Achieves More', which is underpinned by our Christian values of Love, Forgiveness, Respect and Honesty. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional, or different from this and we ensure that such provision is made for those who need it.

We are committed to the SEND Code of Practice ([https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)) which is statutory guidance on duties, policies and procedures, and associated regulations relating to children and young people with special education needs (SEN) and disabled children and young people.

We are committed to working closely with parents and, where appropriate, the children in order to provide an education which takes account of individual needs.

We liaise with a variety of external agencies to identify and support additional needs, including when considering whether an Education Health Care Plan is required.

SEND support takes the form of a four part cycle: assess, plan, do and review. 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 is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date or at Pupil Progress Meetings.

Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between year groups, phases of education, key stages and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social

groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEN or disabilities engage in the activities of the school together with those who do not have SEN or disabilities, and are encouraged to participate fully in the life of the school and in any wider community activity.

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

See our Data Protection policy for more information.

If you have any questions about this policy please contact the SENCO or Head of School as detailed below.

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| Head of School: | Mrs C Marshall |
| SENDCO: | Miss C Palmer |
| DSL: | Mrs C Marshall |