


St Michael's CE Primary School Special Educational Needs and Disability Policy (SEND)



Our Vision

At St Michaels we are Forces for Positive Change:
we act justly, show merciful love and walk
humbly with God.

Our Motto

Seek Joy in Service


Our Values

Love, Respect, Integrity

Our Bible Verse

Micah 6:8

The LORD has shown you what is good.
He has told you what he requires of you.
You must act with justice.
You must love to show mercy.
And you must be humble as you live in the
sight of your God.



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DFE, February 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2021

This policy was created by the school's SENCO, the SEN Governor, the Senior Leadership Team, all staff and parents of pupils with SEND.

Please note: reference made to parents within this document means those with parental responsibility and include guardians and foster parents.

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Special educational needs (SEN)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code of Practice across the 0-25 age range but includes LDD (SEND Code of Practice 0 – 25, July 2014).

Section 1: Special Educational Needs at St Michael's

Responsibility for Special Educational Needs at St Michael's

The SENCO is Mrs Karen Ayres

Phone: 020 8363 2724

Email: senco@st-michaels.enfield.sch.uk

The SEN Governor is Mrs Juliette Doggett

Contact through the school office: 020 8363 2724

Values and Beliefs

At St Michael's, we welcome pupils with Special Educational Needs and make every effort to support them. All our classes are fully inclusive and we have high expectations for all our children, including those with SEND. Every child is valued equally and given support according to their needs. By nurturing the whole child and building self-esteem, confidence grows and children acquire the necessary skills to become responsible young people. Working in partnership with parents, all staff encourage children to develop a love of learning, to aspire to achieve their best and support them to succeed.

Every teacher is a teacher of every child, including those with SEND.

This policy was developed after consultation with parents, teachers, children and governors, and reflects the SEND Code of Practice, 0-25 guidance.

Section 2: Aim and Objectives

Aim

At St Michael's, our aim is for every child, including those with SEN, to achieve the very best that they can and to develop the necessary academic and social skills for later life. As well as a strong focus on high standards of literacy and numeracy, we encourage children to take responsibility for their own learning and to develop skills which will make them better learners in the future. In addition to high quality, differentiated teaching within the classroom, by working closely with

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parents and children, we will, wherever possible, tailor the support given to enable children to achieve the desired outcomes. Support given will be regularly monitored to ensure it is effective.

Objectives

- To identify early and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a whole school approach to the management and provision of support for children with special educational needs and additional needs
- To work with parents as partners to ensure the best possible outcomes for children with SEN and additional needs
- To provide high quality support and interventions, tailored to the individual child, carefully monitored to ensure the best possible outcomes are achieved
- To allocate resources fairly and efficiently, including high quality training, support and advice for all staff working with special educational needs pupils

Section 3: Identifying Special Educational Needs

At St Michael's, we aim to identify needs early. The purpose of identification is to work out what provision will best support each child so that long-term outcomes can be improved. The needs of the whole child are considered, not just their special educational needs.

Within each class, teachers constantly monitor children's progress through observation, discussion, analysis of their work and regular assessment. Regular Pupil Progress meetings are held with teachers and the Senior Leadership team to review progress of all children; any children who are underachieving are identified and ways of getting them back on track are discussed. If we have other concerns, for example, if a child is exhibiting behaviours that require intervention, or if a child continues to underachieve, the teacher will arrange to meet with parents and the SENCO so that together we can decide how best we can provide support to enable them to fulfil their potential.

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will establish a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, information on the child's progress, attainment and behaviour. In addition, the teacher will look at the child's development in comparison to their peers and meet with parents to establish their views and experience.

The SEND Code of Practice: 0 to 25 years (2014) identifies four broad areas of need:

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Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people

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with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following are not considered SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation; this alone does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Section 4: A Graduated Approach to SEN Support

For some children, SEN can be identified at an early age. However, for other children, difficulties become evident only as they develop. At St Michael's, all those who work with children are alert to emerging difficulties and know that an early response is key. Parents know their children best and therefore we will listen and understand when they express concerns about their child's development. We will also listen to and address any concerns raised by children themselves.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Pupils making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Is unable to meet or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

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The first response to such progress is high quality teaching targeted at the child's areas of weakness. As high-quality teaching, adapted for individual pupils as necessary, is such an important factor in tackling underachievement and providing for children with SEN, the quality of teaching for all pupils, including provision made for underachieving children, is reviewed regularly. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Parents will be informed if their child is being monitored and encouraged to share information and knowledge with the school. The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Pupils will only be identified as having SEN if, having received good quality, personalised teaching and appropriate interventions and adjustments, they do not make adequate progress.

Once a potential special need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review – this is the graduated approach called SEN support. 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.

Assess

Once concerns have been raised indicating that a child may have a special educational need, the teacher and SENCO will consider all of the information gathered from within school and from parents about the child's progress, alongside national data and expectations of progress. Early on, we will talk to the pupil (age appropriate) and parents to help us develop a good understanding of the child's areas of strength and difficulty, parents' concerns and potential next steps. More specialised assessments from external agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Behaviour Support Service.

Regular review will ensure that support and interventions continue to be matched to need and are evolving as required.

Plan

Parents are formally notified once a decision has been made to provide a child with SEN Support. However, parents will already have contributed to the identification and assessment of needs (as indicated above). The teacher and the SENCO will agree - in consultation with the parent and the pupil - the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's SEN Support Plan.

The support and intervention provided will be selected as most appropriate to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

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Do

The class teacher is responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the class teacher, they still retain responsibility for the pupil. Teachers work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Evidence of progress may be seen in the child's work, assessment results, through observations and conversations.

The SENCO will continue to support the class teacher in any further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed at the agreed date, along with the views of the pupil and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

If a child has an Education, Health and Care Plan, the local authority **must** review that plan as a minimum every twelve months. At St Michael's, we will hold annual review meetings with parents, the child and professionals to review progress against outcomes specified in the EHCP, and whether these remain appropriate. Special educational provision will be reviewed to ensure it is effective in ensuring access to teaching and learning and good progress. New interim targets will be set for the coming year and where appropriate, new outcomes agreed.

Section 5: Managing Pupils' Needs on the SEN Register

SEN Support Plans are reviewed formally with teachers and parents three times each year. The summer term review takes the form of a transition review to support the child's move to a new class or school. Outcomes are reviewed regularly to ensure they are:

- Smart
- Measurable
- Achievable
- Realistic
- Time bound

In working towards achieving the desired outcomes for the child, we discuss with parents the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Each child receiving SEN support is placed on the SEN Register.

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It is the teacher's responsibility to evidence progress towards the outcomes described in the SEN Support Plan and to update it. These are working documents and are used by the teacher to aid planning and assessment; all adults working with the child will be familiar with them.

The SENCO keeps copies of all SEN Support Plans. She initiates and arranges termly meetings with the teacher and, where possible, parents and the child to review progress towards the targets set. Progress towards targets set is also reviewed at termly Pupil Progress meetings.

The level and type of support is matched as closely as possible to the identified needs of the child. The class teacher, with the SENCO, will decide on the action needed to help the child to progress in the light of the range of assessments and discussions carried out. This may include:

- Different learning materials or special equipment
- Pre-teaching vocabulary and concepts or embedding new learning through structured overlearning
- Specialist Dyslexia programmes
- Speech and Language programmes
- Activities to improve fine and gross motor skills
- Small group or individual interventions
- Social skills group

All interventions are delivered regularly for a specified number of weeks with clear and expected outcomes. Progress is measured against a baseline assessment made before the programme starts.

Engaging Specialist Services

The Educational Psychologist undertakes statutory work, i.e. contributing to EHCP assessments. In addition, the school buys further time from the service to support the Inclusion Team in assessing children's needs if other interventions have not resulted in improved progress. The Speech and Language Service review children who have EHCPs or are in the process of being assessed for an EHCP. If additional advice from an outside source is needed, the SENCO will arrange a meeting with parents to request permission to make a referral. Referrals can be made to EPS, CAMHS, SWERLL, OT and many other support services by the SENCO, with information gathered from parents and the child's teacher.

Once a referral has been received, professionals may:

- Meet with parents
- Meet/observe the child
- Assess the child
- Meet school staff

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- Provide suggestions, advice or a programme for school staff to deliver
- Review suggestions and reassess the child where necessary

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties and additional funding and support is needed from the Local Authority High Needs Block, we can request that the child undergoes a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent and will usually occur where the complexity of 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 can be taken at any time; however, there must be clear evidence to demonstrate that the child's needs are significant and have been largely unresponsive to intensive input through additional programmes. The application for an Education, Health and Care Plan will combine information from a variety of sources (dependent on the child's need) including:

- Parents
- Teachers
- Child
- SENCO
- Educational Psychologist
- CAMHS
- Speech and Language Therapist
- Social Care
- Health professionals, including Occupational Therapists and Physiotherapists
-

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 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:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by the local authority, 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 developing and producing the plan.

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.

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.

Section 6: Criteria for Exiting the SEN Register

If, after additional provision, targets are met, the desired outcomes are achieved and the child is back on track to achieve his/her full potential, they will remain on the SEN register for a further two reviews to ensure that progress is maintained. This will be discussed and agreed with parents and where applicable, the child. After two successful reviews, the child would be removed from the SEN register; however, they will remain on the 'Monitoring' list and continue to be closely monitored at all further Pupil Progress meetings.

Section 7: Supporting Pupils and Families

The local authority has produced a Local Offer, which can be found at:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

All schools have a statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act. St Michael's SEN Information Report can be found on our website and accessed here

<https://www.st-michaels.enfield.sch.uk/page/?title=SEND&pid=30>

Mrs Lisa Cordaro, our Parent Support Advisor, can be contacted via the school office. She works closely with teachers and is happy to meet with parents if they have concerns regarding their child.

For further information, please email: office@st-michaels.enfield.sch.uk

Or call: 0208 363 2724

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School Trips

We will make every effort to make trips and activities offered by the school as accessible as possible. The class teacher and where appropriate, the SENCo, will work closely with parents to ensure a full risk assessment is carried out prior to school trips. The providers will be contacted to ensure that they are aware of each child's needs and that these can be safely accommodated.

Access Arrangements for Assessments

There are many adjustments that can be made for children who require support to access assessments throughout their time at school. These are based on normal classroom practice and may include:

- Extra time
- Use of a scribe
- A reader
- Enlarged print
- Coloured paper to reduce glare

For end of Key Stage assessments, the SENCO will apply for special access arrangements in accordance with the requirements of the NCA, following discussion with the class teacher.

Admissions

Our school admissions arrangements can be found on our website:

<https://www.st-michaels.enfield.sch.uk/page/?title=Admissions&pid=18>

Transition

When a child with SEN transfers to another school, records and any specific learning programmes are sent to the receiving school. Informal discussions also take place between Year 6 teachers, SENCO and a teacher from the receiving secondary school. Where a child has an EHCP, an annual review takes place in the summer term before the child leaves, to which the receiving school's SENCO and Head of Year 7 is invited. Where possible, additional visits to the child's new school are arranged to ensure that they become familiar with their new environment and staff.

Transitions within St Michael's are carefully planned for all children: from class to class and particularly from Early Years to Key Stage 1 and Key Stage 1 to 2. Sometimes extra visits are planned for children with SEN to ensure that they are familiar with their new environment and staff.

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Section 8: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at St Michael's with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may also have special educational needs and may have an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

Some of our staff are First Aid trained and receive yearly updated training on the administration of EpiPen (for severe allergic reactions) and Buccal Midazolam (for Epileptic Seizures). Where children have other specific medical conditions, such as Diabetes, training is arranged for all staff so that everyone has a clear understanding of the child's needs. All children with medical conditions have Care Plans which are updated with parents at least annually.

Section 9: Monitoring and Evaluation of SEND

At St Michael's, we regularly and carefully monitor and evaluate the quality of provision offered to pupils with SEN. Formal evaluations of progress are at least termly and discussed during Pupil Progress meetings. In addition, observations of lessons, interventions and individual support; work and planning scrutinies and child conferencing takes place to ensure that the provision made is impacting on outcomes. Regular meetings with parents of children on the SEN register provide an opportunity to gain parental views. The monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

The SEND policy and School Information Report are documents that reflect the needs of our children and should be regularly reviewed and updated. Staff, parents, children and governors contribute towards the review process and feedback is welcomed.

Section 10: Training and Resources

The school receives a small amount of funding from the Local Authority, based on their agreed formula. The majority of funding for SEN provision comes from the school's main budget. Where a child has an Education, Health and Care Plan for complex needs, top up funding is provided by the local authority.

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In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development.

All staff have access to training through the local authority Continuing Professional Development (CPD) programme and undertake training relating to the specific needs of children within their class, e.g. Autism, ADHD, Downs Syndrome and Dyslexia. In addition, all staff receive regular training as outlined in Section 8. Where appropriate, professionals are invited in to deliver whole staff training.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attends the local authority SEN conferences and local network meetings in order to keep up to date with the local and national updates in SEND. Where appropriate, the SENCO attends additional training, for example with NASEN.

Section 11: Roles and Responsibilities

Role of SENCO

The SENCO works with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school. She has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. She is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Working with the Inclusion Team to co-ordinate provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising the Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

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- 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 Headteacher 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 SEN up to date

Role of the Governing Body

The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that where the Headteacher has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach him/her
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
- Report annually to parents on the school's policy for pupils with SEN
- Ensure that pupils with SEN join in all activities of the school together with pupils who do not have SEN, so far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of the other children in the school and the efficient use of resources
- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEN

Role of the SEN Governor

The role of the SEN Governor is to:

- Assist in the formation of the SEN policy
- Monitor the implementation of the SEN policy
- Liaise with the Headteacher, SENCO and the full governing body
- Provide the governing body with information to enable them to fulfil their responsibilities
- The designated SEN Governor is Mrs Juliette Doggett

Role of the class teachers

The class teacher is responsible for:

- Valuing all children and helping them to develop good self-esteem

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- Assessing each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- Making regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances
- Provide high quality teaching which target identified areas of weakness
- Where progress continues to be less than expected, work with the SENCO to help assess whether the child has SEN.
- Consider what reasonable adjustments may need to be made for any pupils who have a disability
- Planning and organising extra teaching or other rigorous interventions designed to secure better progress, where required.
- Being alert to emerging difficulties and to respond early. Listen and understand when parents express concerns about their child's development and listen to and address any concerns raised by children and young people themselves.

Role of Teaching Assistants

St Michael's has a team of Teaching Assistants who support children with SEND.

The Designated Teacher for Looked After Children is:

Mrs Ayres (Inclusion Lead SENCO)

The Designated Teachers with specific Safeguarding responsibility are:

Mrs Bacon (Head Teacher)

Mrs Mayho (Class teacher)

Mrs Cordaro (PSA)

Mrs Ayres (Inclusion Lead & SENCo)

The people responsible for managing the Pupil Premium Grant and Looked After Children funding are:

Mrs Bacon (Headteacher)

Mrs Ayres (Inclusion Lead & SENCo)

Those managing the school's responsibility for meeting the medical needs of pupils are:

Mrs Bacon

Mrs Ayres

Mrs Ahmed (Medical Assistant)

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Section 12: Storing and Managing Information

All information regarding SEN children: SEN Support Plans, professionals' reports and tracking data is stored securely with the SENCO. Copies of relevant documentation are stored securely by teachers and shared with relevant staff, who understand the information contained in them is confidential. All documentation is passed on to the receiving school when a child moves on.

Section 13: Reviewing the Policy

The SEN policy will be reviewed regularly by the Senior Leadership Team, SENCO and SEN governor. Views will be sought from teachers, parents and where appropriate, children.

Section 14: Accessibility

The school, with its new building and remodelled original buildings, is fully accessible to wheelchairs. There are two lifts, one of which is specifically designed to accommodate wheelchairs. We have disabled toilet facilities and ramps to the main entrance. Classrooms and corridors are well lit and kept clear to ensure children with visual difficulties are catered for. There is a hearing induction loop in the halls and acoustic baffle boards in new classrooms to minimise echo. The school is secure and points of entry monitored by CCTV. There are two disabled parking bays.

When a child with SEN joins the school, we work with parents to ensure their needs are carefully assessed and where necessary, additional equipment is provided.

See Accessibility Plan:

<https://www.st-michaels.enfield.sch.uk/page/?title=SEND&pid=30>

Section 15: Dealing with Complaints

As a caring school, we hope to deal with any problems in co-operation with parents but if the school is unable to resolve the complaint, there is a formal complaints procedure that can be followed, details of which are in the school prospectus and on the school website.

<https://www.st-michaels.enfield.sch.uk/attachments/download.asp?file=245&type=pdf>

Section 16: Bullying

The school's Anti-bullying policy is available on the school website. Staff are aware of the particular vulnerability of children with SEND and the importance of promoting and respecting individual differences as well as safeguarding children with SEND.

St Michael's is an inclusive school and we have high expectations for all our children, including those with SEN. Every child is valued equally and given support according to their needs. By nurturing the

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whole child and building self-esteem, confidence grows and children acquire the necessary skills to become responsible young people.

Section 17: Appendices

SEN Information Report: <https://www.stmichaels.enfield.sch.uk/page/?title=SEND&pid=30>

SEND Code of Practice 0 – 25 (January 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND Local Offer: <https://www.enfield.gov.uk/services/children-and-education/local-offer>

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Schools SEN Information Report Regulations (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf

Child Protection Policy:

<https://www.st-michaels.enfield.sch.uk/attachments/download.asp?file=395&type=pdf>

Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104027/4/Teachers_Standards_Dec_2021.pdf

Glossary of terms

CAMHS	Child and Adolescent Mental Health Services
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
NCA	National Curriculum Assessments
OFSTED	Office for Standards in Education

Review date: Autumn 2026

PSA	Parent Support Advisor
PSHE	Personal, Social and Health Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SIAMS	Statutory Inspection of Anglican and Methodist Schools
TAC	Team Around the Child