



St Michael's CE (VA) Primary School

Lyme Regis

Learners growing together with God

**Children's' values - Respect, Koinonia, Perseverance,
Generosity, Thankfulness.**

SEN and Disability Policy

Ratified by the Governing Body on:	Monday 11th July 2016
Signature of Headteacher:	Mr N Kiddle
Signature of Governing body:	Mrs M Ellis
Next review date:	Annual

St Michael's CE VA Primary School

Policy Statement on SEND

COMPLIANCE

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Children and Families (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, Nick Kiddle, has overall responsibility for Special Educational Needs and Disability in St Michael's Primary School.

The designated teacher responsible for coordinating SEND and day to day provision, for children is: Nick Kiddle, St Michael's Primary School. This person is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Betty Wood, St Michael's Primary School.

This policy was developed in conjunction with: governors, parents and staff.

AIMS AND OBJECTIVES

At St Michael's we believe this policy embraces a range of aims and values, for all children including those with SEND.

- Independence – the provision of a secure, stimulating environment in which self-confidence and self-esteem can flourish.
- The whole child - opportunities for the development of individuality and personal responsibility.
- Respect and value - for self, other and property.
- Love and Care - of all in God's world using the examples of Jesus and the lives of other people.
- Encouragement and expectation of our children to adhere to accepted codes of behaviour, develop a positive attitude and application in what they do.
- The provision of a foundation for good citizenship as a preparation for the challenges of adolescence, adulthood and the 21st century.
- Good teaching and learning opportunities with high, but realistic achievable expectations – appropriate to needs and circumstances, going beyond National Curriculum requirement.

- Personal pride by our children in the contributions and responsibilities they make towards the local communities and environments to which they belong – St Michael's School, the parish and town of Lyme Regis and beyond.

Our aims are:

- to ensure that all children have any special needs identified at an early age, in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- to ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment which meets their need;
- to ensure all children with special educational needs have work given to them at a level they can understand and achieve and helps them to make good progress and secure skills;
- to ensure that each lesson shows consideration for children's needs, developing knowledge, skills and understanding;
- to ensure that all children with special educational needs receive the additional support they require to remove any barriers to their progress;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014
- Identify those with special educational needs as early as possible.
- Monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs.
- Promote social inclusion that allows children to develop a sense of belonging.
- Make appropriate provision to ensure children with special educational needs have full access to the Curriculum with positive outcomes.
- Value and celebrate difference and diversity.
- Make clear the expectations of all partners in the process; ensure parents/carers are able to play their part in supporting their child's education (in the spirit of the *Lamb Report Dec 2009*); ensure children have a voice in this process and have full access to all elements of the curriculum; identify the roles and responsibilities of staff in providing for children's special educational needs and enable all Staff, Governors and others who work in our school to respond in a co-ordinated and appropriate manner to the special needs of our children.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children feel safe and free to voice their opinions of their needs.

ROLES AND RESPONSIBILITIES FOR THE COORDINATION OF THE SEN PROVISION

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Michael's arrangements support disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The educational provision for pupils with SEN is a matter for the school as a whole. To achieve this the SENCo will work closely with the Headteacher, Governing Body, Teaching Staff, Support Staff, parents and a range of external agencies.

Responsibilities of the Governing Body: *(in co-operation with the Headteacher)*

- Determining the school's general policy and approach to provision for children with SEN.
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor with special responsibility for SEN to monitor closely the school's work on behalf of SEN (Betty Wood).
- Support the Headteacher and SENCo with regard to their responsibilities for pupils with SEN.

Role of the SEN Link Governor

The SEN Link Governor representing the Governing Body liaises with the school staff. She will oversee the SEN provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children / young people with special educational needs. The SEN Link Governor

- Know and understand the governing body's responsibilities regarding pupils with SEN.
- Help raise awareness of SEN issues at Curriculum meetings and give up-to-date information of SEN provision within the school.
- Understand the funding of and income and expenditure for SEN and review the effective and efficient use of SEN funding delegated to the school.
- Support the school's annual review of the SEN Policy and have a familiarity with the statutory elements of this policy and how they are implemented.
- Understand changes in law associated with the delivery of SEN provision within our school.
- Support and challenge the Headteacher and SENCO with regard to their responsibilities for pupils with SEN by reviewing relevant data.
- Meet regularly with the SENCO to discuss the impact of policies and practice and consider developments.
- Represent the governing body in respect of SEN matters during OFSTED inspections.
- Attend relevant training provided by the LEA.

Responsibilities of the Headteacher:

- Managing all aspects of the school's work, including provision for those children with SEN.
- Keeping the Governing Body fully informed.
- Working closely with the school's Special Educational Needs Co-ordinator
- Designated Senior Leader for Safeguarding and Looked After Children.

Responsibilities of the SENCo:

- Creating and maintaining an up-to-date SEN Register
- Creating a SEN Policy relevant to the needs of St. Michael's CE VA Primary School, Lyme Regis and in line with current government legislation.
- Co-ordinating provision for those children with SEN in line with the school's SEN policy.
- Ensuring liaison with parents and other professionals in respect of children with SEN.

- Advising and supporting other practitioners within the school setting together with the SEN teacher.
- Ensuring that appropriate Personal Learning Plans are in place.
- Ensuring that relevant background information about children with SEN is collected, recorded and updated.

The SENCo will hold details of all Cause for Concern, School Action and School Action Plus records and Personal Learning Plans for individual children.

All staff have access to the following information:

- St Michael's, Lyme Regis, SEN Policy
- A copy of the full SEN Register;
- guidance on identification in the Code of Practice (School Action, School Action Plus and children with an EHCP
- information on relevant individual children's special educational needs, including action plans, targets set and copies of their Personal Learning Plans (PLPs);
- practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- information on the staff IT system on individual children and their special needs and requirements;
- information on current legislation and SEN provision on staffroom notice boards.

ADMISSION ARRANGEMENTS

The governors and Staff of St Michael's expect all children to be treated equally and fairly at school, therefore the admission procedure for all children with Statements of Special Educational Needs, including those with disabilities is the same as for all children wishing to attend at Michael's School and is in line with the Equality Act 2010 and the principles of the Church of England. (See Admissions Policy).

The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Michael's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Michael's liaises with the local authority and diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's and school's website. [<http://www.stmichaelslyme.dorset.sch.uk/index.html>]

All SEN paperwork and information should be passed to the SENCo as soon as possible. If the child is making a transition from another school, the SENCos of the feeding and receiving schools should exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate in the context of available resources.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school building comprises split-level, single storey accommodation.

The school has a range of specialist SEN facilities in place. At present these are:

- Access to the upper level for wheelchairs may be gained via a ramp leading to the front door.
- There are toilet facilities on both the lower and upper level for the disabled.
- Increased access to the curriculum and assistance during examination.
- The school can draw on assistive technology and school transport as required.
- The school has appointed a learning mentor/ ELSA to be responsible for children with emotional and behavioural problems.

Allocation of Resources for those with Special Education Needs

The SEN budget is delegated to the school by Dorset County Council. There is also additional funding through central government - this may change on an annual basis as different government priorities arise. The Headteacher in consultation with the SEN Governor and the Finance Committee allocate this budget to staffing and resources, having considered the needs of the children identified as having Special Educational Needs and to meet the aims and objectives covered in this policy. Staff are able to request specific resources via the SENCo to meet their specific teaching needs.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. St Michael's will take seriously any concerns raised by a parent. These will be recorded and compared to the school's assessment and information on how the child is developing.

St Michael's staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

See Local Offer [Appendix 1]

Learning needs are managed using PLPs or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress and the child's parents / carers **must** be informed in writing that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Examples of influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Michael's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice:0 to 25 (*July 2014*)sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good

outcomes.

ASSESSMENT/PLANNING/ACTION AND REVIEW

The school assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Assessments of progress for all pupils are made on a regular basis.

CAUSE FOR CONCERN

This stage is triggered by a child giving cause for concern and the teacher beginning to gather information. The first response is high quality teaching targeted at the child's area of weakness.

If the problem continues the class teacher will:

Discuss their concern with the SENCo and review strategies already being used

- To teach the child.
- Consult the child's parents (and the child where appropriate), for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor the child's progress closely, differentiating work when appropriate.
- Review the child's progress in conjunction with parents and SENCo

SCHOOL ACTION

This stage is characterised by the need to provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Parents will be informed by the class teacher that special educational provision is being made for their child and the child will be entered on to the SEN register .

At this stage the SENCo will work closely with the class teacher to co-ordinate the child's SEN provision by:

- Ensuring that specific individual targets are identified and strategies put in place to achieve these.. These are recorded on a PLP – copy to parents
- Providing additional resources/support where appropriate (e.g. small group classroom support from a Teaching Assistant and/or specific SEN teaching support to develop literacy/numeracy skills).
- Ensuring that parents are involved in this process and aware of their role including being part of the PLP if appropriate.

The class teacher will ensure that the PLP is actioned and will liaise with teaching assistants on a weekly basis to discuss progress./any changes to be made. All PLPs will be reviewed with the SENCo on a half termly basis. Parents will be informed in writing of any changes and recommendations. This may result in the SENCo asking for parental permission to refer the child to an external agency, e.g. Educational Psychologist, so that further advice can be sought.

SCHOOL ACTION PLUS

A child is registered at this stage if advice has been sought from an external agency (usually the Educational Psychologist or SLT). The SENCo and class teacher, together with the specialists, and involving the pupil's parents will consider a range of evidence based and effective teaching approaches, strategies and intervention in order to support the child's progress. Outcomes and a

date for review will be agreed. This may result in any of the following courses of action being taken:

- The child returns to School Action, with the SENCo and class teacher receiving specific advice for the child's PLP from the appropriate agency.
- The school is advised to offer additional support (e.g. SEN teaching/increased ancillary/teaching assistant support) and the child's progress is then reviewed.
- It is agreed that there will be regular involvement from an external agency in a monitoring or teaching role (e.g. SALT).
- The parents/school are advised to refer the child for an Education, Health and Care needs assessment.

REQUEST FOR AN EDUCATION , HEALTH AND CARE NEEDS ASSESSMENT

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an EHC need assessment. The local authority will expect to see evidence of the action taken by the school as part of SEN support.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

See Local Offer.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the Dorset County Council guidelines on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Michael's will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Michael's is expected to make reasonable adjustments in order to accommodate children who are

disabled or have medical conditions. (See the St Michael's policy on "Supporting children at school with medical conditions". Appendix [2])

TRANSITION ARRANGEMENTS

St Michael's is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

See Local Offer.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. The SENCo will recommend or arrange appropriate SEN training for staff where needed. The SEN Governor will attend any training deemed necessary to fulfil responsibilities.

Training needs are identified through a process of analysis of need of both staff and children as and when required. Training and CPD from the Local Authority for all staff is available via Dorset On-line CPD. The school subscribes to NASEN which provides support for the SENCo and has information about national professional development opportunities.

The SENCO will provide information on specific needs for new staff.

The school SENCO regularly attends meetings with SENCos from the Bridport Pyramid of schools and is able to contact schools within the JCTSA and Lyme Regis Pyramid of schools.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The SEND Governor has regular access to 'The Dorset Governor' for training opportunities.

LINKS TO SUPPORT SERVICES

The school nurtures strong working relationships with external support services in order to support children fully.

The information, forms and guidance provided on the Local Authority's *Schoolsnet* website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may

raise concerns about a child. This will then be brought to the attention of the SENCo and the child's parents / carers.

External Agencies

Additional support (specialist teaching/assessment/advice and training) can be provided as and when is necessary by the following agencies:

- SENSS – Literacy/Numeracy/Sensory (Assessments)
- COSHVIC – Hearing and Visually impaired children
- Educational Psychologist
- Social Services
- SALT – Speech and Language Therapy
- Occupational Therapy / Physiotherapy
- Child and Family Guidance
- School Health – School Nurse and Medical Officer
- Local Health Authority – Consultant Paediatricians and GPs
- Voluntary reading helpers
- CAMHS – mental health team
- Behaviour Support Service
- Special Outreach Service Locality Team
- Dyslexic testing at Woodroffe School

SEN INFORMATION

St Michael's presents its SEND information in four ways:

- by information placed on the school website which can be found www.stmichaelslyme.dorset.sch.uk
- by following the link from the school website to the local authority's Local Offer website;
- through information contained in this policy which is also published on the school website.
- meeting with a parent/ carer and communicating the key information verbally

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

St Michael's publishes its Accessibility Plan on the school website; this information can be found <http://www.stmichaelslyme.dorset.sch.uk/policies/Accessibility%20Plan%202013.pdf>.

Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page>

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speaking and explain the issues to the SENCO.

St Michael's publishes its Complaint's Policy on the school website; this information can be found <http://www.stmichaelslyme.dorset.sch.uk/policies/Complaints%20Policy%20for%20Schools%202013.pdf>

REVIEWING THE SEND POLICY

This policy is a working document for all members of Staff and Governors. It will be reviewed and updated annually by the SENCo and SEN Governor or as needed to be in line with new legislation, county initiatives, and school procedures. At this time parents and children's views will be taken into consideration.

LINKS TO OTHER RELATED POLICIES

- Supporting children at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Child Protection
- Vulnerable Groups
- Data protection
- Behaviour Policy
- Inclusion Policy
- Complaints Policy
- Admissions Policy

St Michael's Primary School, Lyme Regis.

Local Offer - SEND

Core Details

St Michael's School is committed to supporting the development of all children from Rising 3s to 11 years old. Our dedicated staff has a wide range of experience in making provision to support families and children with additional needs. Our Learning Mentor and ELSA sessions provide additional support across the school in classes and through a weekly Group sessions. The school has full disabled access around the whole site with a newly installed ramp to the KS2 playground, disabled toilet facilities for KS2 and KS1; which incorporate an easy change lifting bed. As a school we work closely with multiple agencies to ensure the best opportunities and support are available. These include; the Children's Centre Staff on site, our Educational Psychologist, The Medical Practice, Health Visitors, and the Locality Team who support Common Assessment Framework (CAF) and Child in Need (CIN) plans.

How do you know if children and young people need extra help and what should I do if I think my child may have SEND?

We listen to parents and external agencies as soon as we know that a child with any additional need is starting our school.

To identify children within our school, teachers and support staff closely observe and monitor children's development on a daily, weekly and half termly basis. Assessments of children's needs are wide and varied, and may include standardised reading and spelling tests, Maths and English Tasks and profiles are created to help monitor skills and areas of difficulty.

Children's progress, additional needs and potential barriers to learning are discussed in Staff Meetings, Pupil Progress meetings and with the school's SENCo.

As children enter our school, we gather as much information about their development and skills/confidence as possible. Evidence may be provided by informal and formal assessments from other settings or from conversations with parents and carers.

SENCo – Mr N Kiddle – is responsible for coordinating support for all children with Special Educational Need and Disabilities – he is your point of contact after your child's class teacher. He liaises with all other people coming into school to help support your child's learning such as the Speech and Language Therapist, Educational Psychologist etc

He ensures that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing their progress
- part of planning ahead for them.

He has responsibility for updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress.

He provides specialist support for teachers and teaching assistants in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.

Headteacher – Mr N Kiddle – responsible for ensuring that your child's needs are met. The day to day organisation is passed to the SENCO and Class teachers but Mr Kiddle has overall responsibility. He must make sure that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor – Mrs B Wood - is responsible for:

- making sure that the school has an up to date SEND policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the necessary support is made for any child who attends the school who has SEND
- making sure the Headteacher is allocating the funds correctly to support children.
- making visits to understand and monitor the support given to children with SEND in the school and to be part of the process to ensure your child achieves his/her potential in school.

Class Teachers - are responsible for ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

These responsibilities may include:

- monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCO/Deputy Head as necessary.
- writing Personal Learning Plans (PLPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants –

- Teaching Assistants are usually allocated on a class by class basis, where they will support a range of pupils throughout the day. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and disabilities. All Teaching Assistants play a very valuable role in your child's education. However, we would prefer that questions regarding your child's learning and progress are directed to the class teacher and/or the SENCo.
- most Teaching Assistants have specialist knowledge in particular areas such as Maths, Speech and Language, reading etc and run interventions groups which have been planned with the class teachers and SENCO
- as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we actively encourage this continued feedback.

How will your staff support my child/young person?

Our school cares about each individual and their progress is important every day. The happiness and confidence of your child is vital if they are to learn.

The uniqueness as an individual is celebrated within our inclusive environment. Under the guidance of our SENCo, we have broad team which includes a Learning Mentor, Teachers and Teaching Assistants with a range of specialisms who work together to support your child through the school day both in class, at break times and with targeted interventions.

The class teachers all have knowledge of the range of Special Educational Needs and the SENCo is trained to have a deeper knowledge of potential barriers, e.g. dyslexia, ASD, dyspraxia.

Advice is sought from outside agencies to understand a child's needs more clearly when barriers to learning are complex.

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

As a school we aim for all children to learn the skills and knowledge at the level expected for their age and have high aspirations. Our teaching looks at the needs and current level of your child's skills and we take a step by step, multi-sensory learning approach, to help your children master the required small achievable successes along their learning journey.

We plan the curriculum to ensure that children find it motivating, relevant and accessible. Some children will have a Personal Learning Plan (PLP – formally known as IEPs). These will highlight the learning priorities and targets for your child. They will be supported both in class, through targeted small group and individual intervention.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We have an open door policy and are happy to meet to discuss your child's progress if you have concerns.

Class teachers are the first person you should speak to. They will talk whether your child is able to access the learning independently or with support and talk to you about how close this is to the level expected for his/her age.

Parent Consultations – with parents happen in the Autumn and Spring Terms and are available upon request following reports in the Summer term.

PLP reviews - All parents need to contribute to the discussion about the next steps and agree that the priorities have been highlighted - depending on your child's stage of development these will be reviewed and the progress towards the targets will be discussed with you.

Reviews of (Educational Health and Care Plan) EHCP - Each Year your child will have a full and detailed review of their needs and you and your child will be at the centre of this review.

They will demonstrate the next steps in learning and the method that is required.

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

We believe that being safe and confident is the key to learning.

We employ a Learning Mentor and ELSA trained support assistants whose role is to focus on making sure children are ready to learn. They work with individuals, small groups, families and outside agencies. They will always find time to listen.

All staff support our children in every area of their development. However there are staff that have particular skills in a range of areas which can promote well-being, physical development, communication and academic progress.

We work closely with the Children's Centre and all other services to ensure that when help is needed, we know who to talk to and receive the best possible guidance and support.

What specialist services and expertise are available at or accessed by your setting?

Our school works with a range of professionals based on your child's need. These include: Speech and Language Therapist, Health Visitors, the Children's Centre and Family Support Workers, Portage - if your child is just starting Pre-School, Occupational Therapy, Behaviour Support Services, CAHMS.

- If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make the best possible progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs and be able to support them in school.
- In the case of a specific medical/behavioural issue, a referral through a GP to a specialist team at Dorset County Hospital (DCH) may be discussed.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in class to incorporate/ include the outside professional's advice

- support to set targets which will include their specific expertise
- a group run by school staff under the guidance of the outside professional e.g. a social skills group
- individual work with an outside professional.

These recommendations will be explained to you in a ‘feedback’ meeting following the specialist’s initial assessment work.

- The school may also suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

What training do staff supporting children and young people with SEND have?

All of our staff experience a range of training opportunities with SEND as the focus. This may include: Coaching workshops, Mind Mapping workshops, Literacy and Phonic difficulties, Attachment Disorder training, Safeguarding training, Medical, First Aid training, training around care plans and any medical equipment, Manual Handling, Dyspraxia, Autistic Spectrum, Speech and Language and Dyslexia training.

How accessible is the setting environment?

Our school has had many adaptations in the last 3 years. The site is now fully wheelchair accessible with a new ramp to the KS2 playground.

We have disabled toilet facilities in both KS1 and KS2 areas with an easy lift changing table in KS1.

We have experience of children with a range of physical and emotional difficulties and work closely with the Manual Handling and Occupational Therapy Team, to ensure that our site is ready for your child.

How will the setting prepare and support my child moving on to the next stage of education/life. How will you increase their independence?

We are proud to have our own Pre-School on site. This will provide a gentle and flexible introduction to St Michael’s.

If your child is starting with us we will first invite you to visit the school with your child to have a look around and speak to key staff (SENCo/Deputy Head, Headteacher).

If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. Your child’s Key Worker may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.

We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving child to another school:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have

- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- we plan extra opportunities for children to visit their new class. Teaching Assistants will often create a book with information about the class to which they are moving
- information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the adults who are to work with your child
- all children will have the opportunity to spend a session with their new teacher before the summer break.

In Year 6:

- the SENCo/Deputy Head will discuss the specific needs of your child with the SENCo of their secondary school
- she/he might take your child to visit the secondary school, if this is felt to be appropriate.

Where possible your child will visit their new school on a number of occasions and staff from the new school will also visit your child.

How are the school's resources allocated and matched to the children's special educational needs?

We work closely with our SEND and Finance Committee to ensure that we carefully consider the funds that are in our budget for children with SEND. If your child has a Statement or Educational Health and Care Plan, the funding is specifically for them. Our Teaching Assistants, SENCo, and resources are paid for out of our SEND budget.

Salisbury Diocese work very closely in partnership with us and have made significant contributions to enable us to adapt our building and site in the last 3 years, ensuring we can provide disabled access.

How will my child be included in activities outside the setting including trips out?

We plan trips, including residential, with the needs of all children in mind and have been successful in making sure children are able to participate regardless of need. We would talk to you about your child joining after school activities and work towards giving them the opportunities that they need and want.

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

This is a process which is individual to each child. You will be at the centre of decision making.

The school will discuss with you, in a joint meeting, your concerns of your child and the barriers to learning that have been identified; which may be physical, social, emotional or educational. From these discussions we will work together and write a Personal Learning Plan (PLP) and use a Provision Map to show the provision that will be put in place to help your child progress in all areas of his. The school will monitor your child's progress and ask you to do the same. A new PLP may be written with additional interventions or resources. It may be decided to find out further information about your child with an assessment from a specialist agency such as an Educational Psychologist, Paediatrician or Speech and Language Therapist. You will have the opportunity to meet the outside agent before the assessment of your child and afterwards to discuss the outcomes. A joint working action plan would then be written together. If your child has complex needs then it may be decided that a statutory assessment would be carried out by the Local

Authority. This is a legal process and advice and support is usually sought from an Educational Psychologist before this process begins. This may result in an Educational, Health and Care Plan being drawn up. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle. Changes to the plan will be carefully considered when important transitions i.e. Moving to secondary school, are due to take place. In some cases this may result in alternative educational provision being sought.

How can I be involved?

Before starting school you will have been introduced to, and have met, the Head teacher, SENCo and staff. Within the first two weeks of your child joining the school, there will be a meeting with class teacher and SENCo so that any concerns can be shared. This will help ensure that you are actively involved your child's educational journey and in the development of your child's Personal Learning Plan (PLP).

We have an open door policy where you are always welcome to make appointments to meet staff. Regular coffee mornings allow parents, carers and the SENCo to keep up to date with each other and share valuable experiences. Workshops are available throughout the year to enable you to understand particular skills taught in the school. A school/ home contact book is used to support communication between you and the class teacher.

Supporting children at School with medical Conditions

St Michael's CE (VA) Primary School

Policy for supporting children with medical conditions and managing medicines

This policy has been structured based upon the most recent government advice "Supporting pupils at school with medical conditions" (DfE-April 2014), the "Guidance and Code of Practice - First Aid at Work" provided by Dorset County Council, guidance from local Health Services, professional teaching associations, Dorset County Council Health and Safety Team.

St Michael's CE (VA) Primary School adheres to the duty as stated in the Children and Families Act 2014 that pupils with medical conditions will have the same right of admission to our school as other pupils and will not be refused admission or excluded from school on medical grounds. Appropriate levels of assessments will be undertaken to establish and determine what support pupils with medical conditions require. This will be done in partnership with parents and health professionals.

The prime responsibility for a pupil's health rests with parents. It is anticipated that parents / carers will ensure that appropriate information is provided for the school that enables proficient management and a good understanding of their child's medical condition; this includes working in partnership in the management of any medicines administered at school.

St Michael's CE (VA) Primary School takes advice and guidance from a range of sources, including the School Nurse, Paediatric Consultants, and other Health professionals in addition to the information provided by parents in the first instance. This enables us to manage support effectively and to minimise any disruption to learning.

Key Personnel

The designated person with overall responsibility to implement this policy is:

Mr Nick Kiddle

This person will also ensure that staff are appropriately aware of the medical condition of children with whom they work and that any confidential information pertinent to the medical condition is entrusted to individual staff.

The person responsible for developing Individual Healthcare Plans is:

Nicole Dunphy, Lizzie Marmion, Sue Wiscombe

The Governor with specific responsibility to oversee the arrangements to support pupils at schools with medical conditions is:

Betty Wood

AIMS

The school is committed to assisting children with long-term or complex medical conditions and working in partnership with their parents /carers.

1. To ensure that pupils at school with short or long term medical conditions, are properly supported so that they have full access to education, including off-site activities and residential visits.
2. Make arrangements for staff to ensure that they receive adequate and appropriate training for them to support children with medical needs.
3. To ensure that parents and children have confidence in the medical support arranged at school.
4. To work in partnership with Health Service colleagues.
5. To be fully compliant with the Equality Act 2010 and its duties.
6. To manage medicines within school in accordance with government and local advice.
7. To keep, maintain and monitor records as detailed in this policy.
8. To write and to monitor Individual Healthcare Plans, in partnership with health professionals.
9. To ensure that the pupils in our school are safe and are able to attend school regularly with their medical condition.
10. To support pupils with complex medical conditions and or long term medical needs in partnership with Health professionals and parents to enable their access to education.
11. To adhere to the statutory guidance contained in “Supporting pupils at school with medical conditions” (*DfE April 2014*), and “Multi-Agency Guidance for the Management of Long Term Health Conditions for Children and Young People” (*DSCB 2011*)¹ as set out and agreed with the school’s Governing Body.

THE GOVERNING BODY WILL:

- ensure that arrangements are in place to support children and young people with medical conditions and that support is tailored to individual medical needs;
- make arrangements for this policy to be published on the school website;
- review this policy annually;
- ensure that staff are identified to implement the policy from day to day;
- monitor the arrangements associated with Individual Healthcare Plans so that they are managed appropriately, reviewed and maintained in partnership with Health professionals;
- ensure that staff receive appropriate training enabling them to provide bespoke and purposeful support to pupils with medical needs and that the training is refreshed regularly;
- ensure that specific arrangements are made for the self-management of medicine where applicable and how this will be both monitored and managed by staff;
- oversee the school’s management of medicines to ensure that Health & Safety standards are met and that parents have confidence in the schools ability to support their child’s medical needs;

- ensure that insurance arrangements cover staff in carrying responsibility for medical procedures;
- have 'due regard' to the rights of pupils who are disabled as set out in the Equality Act 2010;
- ensure that appropriate arrangements are made to include pupils with medical conditions on off-site activities;
- ensure that parents / carers are aware of the school's complaints policy.

INDIVIDUAL HEALTHCARE PLANS

Individual Healthcare Plans will be developed for pupils with medical conditions. These will set out the support that is needed so that the impact on school attendance, health, social well-being and learning is minimised. Not all conditions will require an Individual Healthcare Plan. In some cases the agreement request to administer medicines will be sufficient to cover short term conditions and treatment. The plan will include the name of the member of staff who is appropriately trained and providing the agreed support.

St Michael's CE (VA) Primary School will use the recommended Templates (DfE) to capture relevant information that will enable an appropriate plan to be structured. The Templates cover a range of issues for which governors have responsibility. Health professionals will be involved in the development of Individual Healthcare Plans in addition to parents and pupils.

The Individual Healthcare Plans will be tailored to meet the needs of short term, long term and/or complex medical conditions. The plans will be kept under review by the designated person and revised as required, or at least annually, to ensure that they reflect current medical needs (e.g., changes in medication). Individual Healthcare Plans will include details on emergency arrangements and these will be shared with all relevant staff, First Aiders and school office staff as applicable.

Where pupils have been issued with an Education and Health Care Plan (EHC) by the local authority, any Individual Healthcare Plan will be linked to, or become part of that EHC.

ROLES AND RESPONSIBILITIES

Parents

Parents are asked to provide the school with sufficient and up-to-date information about their child's medical needs using a standard form (Template B) so that arrangements to manage their short or long term medical conditions can be implemented in partnership.

Parents are asked to deliver medicine to school if it is not possible for this to be administered outside the school day. Medicine should be provided in the original container(s) ensuring that the medicine is not out of date and that it has been stored correctly. All medicines must be marked with the following information clearly indicated:

- the child's name on the medicine;
- when the medicine should be given;
- the prescribed dose and pharmacist's instruction, e.g., after meals.

Parents are expected to notify the school immediately (in writing) of any changes or alteration to a prescription or recommended treatment so that adjustment can be made to Individual Healthcare Plans or previous agreement. It is important that the school is aware and informed by parents about other issues or symptoms their child may have experienced over night or before school; this is particularly important for asthma conditions

It must be remembered that the prime responsibility for a child's health rests with parents / carers.

Headteacher will ensure the following:

- that Governors are informed about the implementation and effectiveness of this policy,
- that arrangements are made with staff supporting pupils with medical conditions, and for any medicines required in delivering that support to be stored safely and in line with guidance provided by the local authority;
- suitable arrangements are agreed in partnership and liaison with parents / carers to support the medical needs of pupils;
- that appropriate training has been provided for staff that enables them to carry out agreed procedures;
- that staff will not be directed to administer medicines - they can choose to volunteer to do so if they so wish (all staff will be advised to refer to advice from their professional associations before volunteering to administer medicines);
- liaison with governors in the review of this policy at appropriate intervals, in line with local and national advice;
- that all staff and parents/carers are aware of this policy and the procedures for dealing with medical needs at St Michael's CE (VA) Primary School;
- make arrangements through the designated teacher to manage the following:
 - prescription medicines in school;
 - prescription medicines on trips and outings, including school transport;
 - accurate record keeping when administering medicines;
 - the safe storage of medicines;
 - procedures for access to medicines during emergency situations;
 - adhering to risk management procedures involving medicines;
- that risk assessments and arrangements for off-site visits are checked and that governors are informed of the details.

The Designated Teacher will ensure the following:

- staff work in partnership with parents/carers to ensure the well-being of child and young people;
- that interruption to school attendance for medical reasons will be kept to a minimum;
- staff who have agreed to administer medicines will receive the appropriate training;
- adherence to Individual Healthcare Plans;
- all cultural and religious views, made known to the school in writing, will be respected;

STAFF TRAINING AND SUPPORT

Most medicines to be administered will not require professional training; however the school will ensure that staff supervising the administering of medicines will understand that accurate records are to be kept and are completed at the time of being administered.

Staff who maintain these records should be clear about what action to take, (such as referring to the Designated Senior Person for Child Protection) if they become concerned about the welfare of an individual pupil. If an Individual Healthcare Plan is applied to particular children / young people, additional training must be given by a nominated Health professional, e.g., use of a nebuliser, using Epipens. Training received or cascaded from parents will not be accepted unless otherwise instructed by a health professional. Record of Training Forms must be completed and maintained. (See Template E: staff training record).

(Also see “Multi-Agency Guidance for the Management of Long Term Health Conditions for Children and Young People” (DSCB 2011); section 3.3 and 3.4 including Chart E.)

REASONABLE ADJUSTMENTS

The school understands its duties under the Equality Act 2010 to make reasonable adjustments and enable children and young people to have equitable access to education. Children and young people with complex or significant medical needs will be included in activities for as much as their health permits.

MANAGING MEDICINES ON SCHOOL PREMISES AND ON OFF-SITE ACTIVITIES

We will ensure that:

- DCC guidance on First Aid is followed
- records are maintained detailing an accurate history of the administering of medicines as far as possible – this will not include self-administering of over the counter medicines for older pupils for whom parents have requested permission using the appropriate Template;
- Templates C and/or D will be used to log administering of medicines;
- suitable back-up systems are in place to cover administering of medicines in the event of staff absence;
- if there are any doubts or confusion about arrangements for administering medicines, staff must consult with the parents and the designated member of staff;
- no child or young person under 16 will be given medicines or be permitted to self-medicate without their parents’ written request.

STORAGE OF MEDICINES

The school will adhere to the advice contained in “Guidance and Code of Practice - First Aid at Work” and local guidance provided by Dorset County Council’s Health & Safety Team and the local authority’s Physical and Medical Needs Service.

REFUSAL OR TOO UNWELL TO TAKE MEDICINES

If a child refuses to take medicine as prescribed and as requested by parents the records (Template C or D) must state ‘REFUSED’ clearly and the parents/carer informed immediately. Children / young people will not be forced to receive medicine if they do not wish to do so.

If a child or young person is ill / injured and therefore unable to receive the agreed prescribed medication, the person designated to supervise the taking of medicine will consult with parents / carers immediately and advise the Headteacher of their actions. If the child vomits or has diarrhoea soon after receiving medication, parents must be contacted so that they can seek further medical advice.

SELF MANAGEMENT OF MEDICINES

In some cases, it might be appropriate that pupils self-administer medicines, e.g., inhalers, epipens. The school will encourage those with long term medical conditions to take responsibility for administering their own medication but continue to ask staff to supervise so that the appropriate records can be completed for safeguarding purposes.

Some pupils may carry 'over the counter medicines' (non-prescribed medicines) for their own use or self-administer prescribed medicines that are appropriate to carry. When this occurs parents should request permission from the Headteacher in writing (using Template B) and provide relevant details about the type and dosage of the medicine. We understand the need for personal dignity in addressing this matter to avoid individual embarrassment. We recommend that only one dose should be brought to school at any one time in order to reduce potential risk of medicines being abused.

OFF-SITE ACTIVITIES / SCHOOL TRIPS

All arrangements for medicines, including the storage of medicines, Individual Healthcare Plans, and Risk Management programmes will apply for all off-site activities or school trips. A member of staff will be designated to ensure there are suitable off-site arrangements for storage, and recording of the medicines when assessing any risks associated for the trip, particularly for those children and young people with long term or complex health conditions. All plans and risk assessments will be discussed with parents/carers in preparation for the activity in advance of the departure day and agreed with the Headteacher (and Governors).

All off-site activities will be evaluated in terms of proximity and accessibility to emergency services and any implications for those with short or long term medical conditions before receiving approval to go ahead from the Headteacher / Governors.

EMERGENCY PROCEDURES

Care is taken to ensure that all pupils are safe. The school has 1 of 'First Aid at Work' qualified first aiders, 7 'Emergency First Aid at Work' qualified first aiders, 3 'Paediatric First Aid' qualified first aiders See DCC's "Guidance and Code of Practice – First Aid at Work" for further information.

Pupils with life threatening medical conditions or that require close monitoring / supervision may have Individual Healthcare Plans developed by school staff and Health professionals that provide contact details for emergency situations, e.g., anaphylaxis, diabetes, or epilepsy.

All cases deemed 'complex' or 'serious' medical conditions have emergency contact details held in the school office.

Asthma can also be life threatening; St Michael's CE (VA) Primary School will follow the "Guidance on the use of emergency salbutamol inhalers in schools" issued by the Department of Health (September 2014).

Pupils who are 'at risk' due to their medical condition hold a *Grab Pack* (collated information to pass to a doctor or ambulance crew in an emergency) that will accompany them at all times. The purpose of the pack is to provide emergency services with up to date information such as: diagnosis of principle conditions, key personnel and medical contacts, medication taken, up to date records of medicines that have been administered together with other relevant medical information and an agreement with parents/carers about what to do in an emergency.

BEST PRACTICE

St Michael's CE (VA) Primary School will endeavour to eliminate unacceptable situations by promoting best practice in supporting pupils with medical conditions. In doing so we will:

- ensure that pupils have access to the medicine they need as arranged with parents;

- manage each medical condition through an Individual Healthcare Plan;
 - listen to the views of pupils and their parents and take advice from medical professionals in planning the support needed;
 - ensure that pupils with medical conditions are supervised appropriately and not left alone when ill;
 - support access to the full curriculum or as much as medical consultants recommend;
 - work in partnership with health services to ensure swift recovery or access to treatment;
 - facilitate opportunities to manage medical conditions with dignity;
 - manage medical needs such that parents are not required to support their child in school;
 - Include all children in school on and off-site activities, meeting their medical needs in the best way possible.
- **LIABILITY AND INDEMNITY**

St Michael's CE (VA) Primary School is covered by the local authority's medical malpractice insurance policy. This covers all staff in the arrangements made to support pupils with medical conditions for whom particular training has been given. Staff must follow the guidance, procedures and administering of medicines accurately.

COMPLAINTS

St Michael's CE (VA) Primary School holds a Complaints Policy details of which can be found on the school website. Should any complaint be received in respect of the support provided for individual medical conditions, it will be dealt with in accordance with the Complaints Policy.

EQUALITY STATEMENT

St Michael's CE (VA) Primary School is mindful of its Equality Duties; respecting religious belief and ensuring that support is provided for those with disability needs that might be affected by this policy. Where there are language or communication issues, and to avoid any misunderstanding, the parents / carers and Headteacher will agree an appropriate course of action. The Headteacher will engage interpreters or signers when required to ensure that full understanding of a pupil's medical needs are determined accurately.

With regard to off-site visits and residential opportunities, St Michael's CE (VA) Primary School will ensure that reasonable adjustments enabling pupils to be included are appropriate and made in consultation with parents/carers.

Adopted date:	
Signature of Headteacher:	
Signature of Governing body:	
Next review date	