

Rossington St Michael's CofE primary School



SEND & Inclusion Policy 2026-2027

Vision

At Rossington St Michael's, our vision is to create an inclusive and compassionate learning environment where every child, regardless of need, is seen, heard and supported to flourish. The vision is that ALL children, including those with SEND, feel a sense of belonging and purpose. We aspire for all pupils with SEND to grow into confident, resilient learners with a strong sense of self-worth and belonging.

Through a nurturing culture and a strong focus on communication, interaction and emotional well-being we empower children to overcome their barriers, develop meaningful relationships and achieve personal and academic success. We believe that with the right support, every child can thrive.

Introduction

With the publication of 'The special educational needs and disability code of practice: 0 to 25 years' in June 2014, it is essential that our ethos and practices reflect the statutory guidance provided by the Department for Education and the Department for Health. These duties, policies and procedures relate to Part 3 of the Children and Families Act 2014 and associated regulations:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

This policy reflects the changes made from SEN Code of Practice (2001)

- Clearer focus on the participation of children and parents in decision-making at an individual level.
- Stronger focus on high aspirations and on improving outcomes for children.
- Joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- The publication of a 'Local Offer' of support for children with SEN or disabilities.
- Taking a graduated approach to identifying and supporting pupils and students with SEN.
- For children with more complex needs, a co-ordinated assessment process and the Education, Health and Care plan (EHC plan) replace statements.
- Greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010

- Information is provided on relevant provisions of the Mental Capacity Act 2005

Purpose:

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities from September 2014 and the principles upon which these are based.

School Aims:

At St Michael's, we believe that every child has the right to access the full curriculum. The opportunity for all to develop skills through active engagement and enjoyment whilst learning alongside their peers is central to our ethos. We acknowledge that support should be offered within the classroom environment and recognise that there are also occasions when some children will receive support in a setting more suitable for their learning needs. We aim to work alongside other agencies providing both emotional and practical support for parents and children whose needs require multi-agency partnerships. Ensuring parents are aware of the support available through services within the Doncaster area, we will provide the 'Local Offer' on the school's website. We actively encourage parents to work in partnership with ourselves to ensure that both the child and parents are central in the decision-making process in order to ensure our pupils have the best possible life chances.

Definition of 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 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

Disabled Children

Many children who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

- It is our duty to ensure that we do not directly or indirectly discriminate against disabled children.
- We will ensure we promote equal opportunity in every aspect of school life.

- It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and is anticipatory in nature.

Section 2: Identification of SEND

Broad areas of need

- Communication and interaction

This describes pupils who have speech, language and communication needs displaying difficulties 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. Children and young people with ASD, including Asperger's Syndrome and 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.

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 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, eating disorders or physical symptoms that are medically unexplained. Other children 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Identification Process

When a member of staff is concerned with regards to a potential SEND in a pupil, the class teacher will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will complete a record of concern form that is passed to the SENCO who will gather information from various sources to discuss next steps.

Class teacher and or SENCO will invite parents in to school to discuss with the pupil if appropriate, the suggestions and their thoughts and feelings on the next course of action. Clear outcomes will be set from which SMART targets are set.

Identification of Dyslexic Tendencies

Under new recommendations from the Educational Psychology team, a screener or dyslexia would be considered ineffective and not an efficient use of resource to support a child. The EP service have recommended that being a needs responsive school means that a setting, following the identification of possible dyslexic tendencies, would naturally put support in place to overcome and support any barriers or difficulties.

Section 3: Procedures and Practice Plan,

Do, Review

The SEND Code of Practice encourages a 'plan, do, review' approach to support pupils with SEND. In order that parents and children are able to work in partnership with school, pupil progress meetings will be called every term for children with SEND. These meetings will last longer in duration than a typical parents evening and are intended to enable parents to become fully aware of the support their child is receiving and voice their opinions with regards to the future of this support. The SENCO, class teacher, parents and if appropriate lead teaching assistants and child will each share their aspect of involvement. If the child is not present they will be encouraged to complete with a member of staff a wishes and feelings proforma, which will record and enable their voice to be heard during the meeting.

Transition for pupils with SEND

SEN support includes planning and preparing for transition. Before a child moves into another school information regarding the pupil's needs will be shared with the receiving school. Arrangements may be made, for example individual visits, transition books or visits from a member of staff from the receiving school depending on the needs of the pupil. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to form the plan for this with the individual class teachers.

Requesting an Educational, Health and Care needs assessment

Although school may have followed all the procedures outlined to identify, assess, meet the needs of and review progress, sufficient progress may not have been made. At this time, further support may be requested from the Local Authority in the form of an EHC. This is completed via the LA systems and process and is a 20 week cycle from submission. 0-6 weeks for the panel to decide whether to proceed with the request to assess and then 6-20 weeks to complete the information gathering and finalise.

Provision for SEND

It is our duty to inform parents when the school makes special educational provisions for a child.

Training and CPD

The school is committed to ongoing professional development. Staff receive training according to the needs of pupils, including areas such as autism, speech and language, attachment, trauma-informed practice, dyslexia, SEMH and medical needs.

Pyramid Funding Panel

Within the LA there is the opportunity for referrals to be made to the Pyramid Funding Panel. Within this, children who are accessing targeted + levels of support and require additional to and different from provision can be discussed. This involves the SENDCo provision mapping child or groups provision throughout the week and costing this up to request more funds to enable provision to be enhanced, continued or added to following recommendations from external agencies such as Educational Psychology, ASCETS, BOSS etc.

Section 4: Roles and responsibilities

Every member of staff has a responsibility to ensure that pupils with SEND are included and able to access all areas of school life.

The SENCO is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (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 and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

The class teacher is responsible for :

- Identifying on planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs.
- Checking on 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) and informing the Inclusion Manager and SENCO.

- Support the writing of SMART targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able 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

The headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The headteacher will give responsibility to the SENCO however the class teachers is still responsible for ensuring that your child's needs are met.
- The headteacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

The LSB is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Assistant Headteachers are responsible for:

- Ensuring that teaching staff in their phases are providing addressing the pupil's SMART targets.
- Ensure that the needs of their pupils are communicated with parents and staff and that the SENCO is involved if required.

Section 3: Concluding notes.

Monitoring and review:

The Local School Board will be part of the monitoring and review of this policy. This will be through annual discussion with the SENCO. A member of the LSB will support the SENCO to evaluate SEND provision at school. The work of the SENCO will also be subject to review by the headteacher as part of our performance management arrangements. Monitoring this policy and SEND provisions will include scrutiny of:

- Progress data

- Learning Walks
- Pupil Voice
- Parent Feedback
- Intervention Reviews
- EHCP outcomes

This policy was reviewed September 2026.