

# St Michael and All Angels Catholic Primary School

## Special Educational Needs and Disability Policy



At St Michael and All Angels School we are a Christian Community where everybody is valued and recognised for their unique contribution. We provide a child-centred education in a positive learning environment in which all children may reach their full potential. The Gospel values of love and respect are at the heart of our partnership with parents and carers, Governors, the parish and wider community.

*The Gospel Values of Love and Respect are at the Heart of Our Community*

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy 2016
- Accessibility Plan September 2017
- Teachers Standards 2012
- Special Educational Needs (SEN) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

### School Information

<b>SENCo</b>	Ms M Trayer
<b>Contact Details</b>	0151 477 8400 <a href="mailto:stmichaelandallangels@knowsley.gov.uk">stmichaelandallangels@knowsley.gov.uk</a>
<b>Status</b>	National SENCo Award Deputy Headteacher, Member of the Senior Leadership Team
<b>SEN Governor</b>	Miss P Burrows
<b>Lead Education Officer (SEN)</b>	Miss Charlotte Greenbank (Knowsley Education Improvement Team) 0151 443 5145
<b>Associate Educational Psychologist</b>	Mr Steve Clarke Northern Area Support Team C/O Northwood Community Primary School Contact via Ms M Trayer
<b>Learning Support Team</b>	Mrs Oonagh Shirlow (Specialist Teacher) Mrs Gaynor Wagner (Specialist Teaching Assistant) Central Area Support Team C/O Knowsley Central School

<b>Beliefs and Values</b>	At St Michael and All Angels we are a Christian Community where everybody is valued and recognised for their unique contribution. We provide a child centred education in a positive learning environment in which all children may reach their full
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	potential.
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<b>Policy Consultation</b>	This policy reflects the SEND Code of Practice, 0-25 guidance. The policy was developed with staff, parents, Governors and pupils.
<b>Accessibility</b>	This policy is accessible to all school staff and is on our school website, <a href="http://www.smaaa.info">www.smaaa.info</a> . Paper copies are also available from the School Business Manager, Mrs Graham.
<b>Information About our School</b>	St Michael and All Angels Primary School is a larger than average primary voluntary aided Catholic primary school for boys and girls age 3-11 years.

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## Section 1

### Introduction

At St Michael and All Angels we aim to support all pupils including those with SEND through high quality provision, aspirations and achievable outcomes. We will endeavour to give our pupils full access to a broad and balanced curriculum, relevant for our school community enabling each individual to learn, grow and reach their full potential. We recognise the importance of working closely with children, parents, schools, the Local Authority and all agencies involved in the welfare of our pupils.

This policy has been created by the school SENCo, staff, parents, pupils and governors of St Michael and All Angels Catholic Primary School.

## **Aims and Objectives**

### **Aims**

- To operate a 'whole pupil, whole school' approach to all our children; including those with special educational needs/disability. The fundamental aims of this policy are implicit in the school's mission statement
- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for young children with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To work in partnership with parents, carers and children so that everyone involved has their view heard and are able to make a contribution to high quality provision and successful outcomes.
- To reflect the SEN Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, (p93, Para 6.4). Every teacher is a teacher of every child including those with special educational needs or disabilities (Teaching Standards 2012).
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To adopt a 'graduated approach' to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and monitored within the school. We have high expectations for the best possible progress and are committed to provide a focus on outcomes for children and not just on hours of provision/support.
- To identify clearly the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities; thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.
- To work in co-operation and partnership with the Local Education Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### Objectives

- To ensure that the special educational needs of children are identified, assessed and provided for in accordance with the Code of Practice as early as possible in their school journey. Staff have high expectations for the best possible progress.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To provide high quality learning opportunities for children with SEND enabling access to the school curriculum and the wider school life thus promoting a positive self-image and self-esteem and maintaining a positive school attitude to school life.
- To achieve a level of staff expertise to meet pupils' needs.

### Aspirations

- confident pupils;
- promote positive outcomes (personally and socially);
- independent learners;
- happy learners;
- pupils who are valued and included;
- develop pupil interests;
- high expectations;
- preparing the pupils for the next stage in their education.

### Outcomes

- contribute to the school community;
- contribute to the wider local and global community;
- confident socially;
- achieve their best.

## **Section 2**

### **Identifying Special Education Needs**

The Special Educational Needs and Disability Code of Practice 2014 states:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (Page 94 paragraph 6.15)

“A child or young person has SEND 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 or mainstream post-16 institutions.” (Page 15 paragraph xiv)

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. Children, parents, carers will be actively involved in decision-making throughout the process of identification of SEN. Early identification of SEN will support the removal of barriers through effective provision to learning and promote long-term aspirations and outcomes for pupils.

Class teachers and subject leaders, supported by senior leaders and the SENCo will regularly make assessments of progress for all pupils. They will seek to identify pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s previous progress rates;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap over time.

Progress can include areas other than attainment- such as with social or communicative development.

There are four broad areas of need which give an overview of the range of needs that St Michael and All Angels need to plan for. However the purpose of identification is to work out what action to take not to fit a pupil into a category. We consider the needs of the whole child, not just the special educational needs of the child.

The four broad areas of need identified within the SEN Code of Practice 2014 (p97) are:

### **Communication and Interaction (Speech, Language and Communication Needs- SLCN)**

Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying words or understanding what is being said to them or they do not understand or use social rules of communication.

Children with Autism or Aspergers' Syndrome are likely to have particular difficulties with social interaction. This 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 differentiation. Learning difficulties cover a wide range of difficulties including:

MLD- Moderate Learning Difficulties

SLD- Severe Learning Difficulties

PMLD- Profound and Multiple Learning Difficulties

SpLD- Specific Learning Difficulties (dyslexia/dyspraxia)

### **Social, emotional and mental health difficulties (SEMH)**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These behaviours can reflect underlying mental health difficulties such as anxiety. Other children may have disorders such as attention deficit disorders or attachment disorder.

### **Sensory and/or physical needs**

Some pupils will require special educational provision because they have a disability which prevents them from making use of the education provision generally provided. They can include:

VI- Visual Impairment;

HI- Hearing Impairment;

MSI- Multi-sensory Impairment;

PD - Physical Disability.

### **Section 3**

#### **A Graduated Approach to SEND Support/Managing Pupils Needs on the SEN Register**

As set out in the SEN Code of Practice 2014, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At St Michael and All Angels high quality teaching, differentiation for individual pupils, is the first step in responding to pupils who have or may have SEN. High quality teaching is reviewed and where necessary improved/adapted thus improving teachers' understanding of strategies to identify and support vulnerable pupils.

At St Michael and All Angels high quality, accurate and formative assessments will support the class teacher and SENCo in gathering information from within the school. For higher levels of need the SENCo will draw on more specialised assessments from external agencies and professionals including:

- Speech and Language;
- Educational Psychologists;
- Hearing and Visual Impairment service;
- Specialist Teachers from Knowsley Central Primary School;
- Community Paediatricians;
- Child and Adolescent Mental Health;
- Occupational Therapy;
- Specialist ASD professionals.
- Inclusion Support Worker
- School Nurse
- KOOTH counselling services

It is important to recognise that there are other factors which may impact on pupil progress and attainment which would not be regarded as a special educational need.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality



- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The SENCo, class teacher, parents and pupil will use information gathered to develop a good understanding of the pupils' strengths and areas of difficulty. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and parents.

Where a pupil is identified as having SEN St Michael and All Angels School will take action to remove barriers to learning and put effective provision in place. This provision will then be reviewed as a 4 part cycle to evaluate what is required for the pupil to make progress and secure good outcomes. This 4 part graduated approach includes frequent reviews and may involve more specialist expertise.

### **1. Assess**

The class teacher with the support of the SENCo will carry out an analysis of the pupils' needs. This will draw on assessments, progress data and attainment information along with behaviour and attitudes to learning observations. It will also draw on pupils' progress in comparison to their peers. Views of the pupils, parents and outside agencies will support the assessments. (Concerns raised by parents should be recorded and compared to the views of professionals at the setting).

### **2. Plan**

Parents must be informed if it is decided that SEN support is to be provided for the pupil. The teacher, SENCo, parent and pupil will agree adjustments, interventions and support to be put into place. Expected progress will be recorded and a clear date of review set. All staff supporting the pupil will be informed and such support will be recorded on the schools' information system. Parental support and involvement which will reinforce the pupils' provision at home will also be recorded.

### **3. Do**

The class teacher remains responsible for the teaching of the pupil even if one to one or group teaching is provided. The class teacher will work a closely with TA's and specialist staff to plan and measure impact.

### **4. Review**

In line with the date agreed the effectiveness of support will be reviewed. Impact will be evaluated along with views of the pupil and parent. Support will be reviewed in the light of reviews if required. In the case of Education Health Care plans the

reviews will take place at least annually. Interim reviews may be arranged if it is deemed appropriate.

### **How the decision is made to put a pupil on the register**

Where progress does not improve, despite planned provision, a child may be placed on the school's SEN register and outside agencies contacted for further guidance. The decision to place pupils on the SEN register will be shared with parents, carers and children, who will be given the opportunity to be involved in discussing the desired outcomes and in reviewing progress made. Where the needs of the child are broader or more complex and/or a family may wish their child to access specialist schooling, a child may be put forward for an Education, Health and Care Plan (EHC). Parents and pupils will be fully involved in this process. This replaces the Statement of Special Educational Needs.

See SEN Information Page on the school website [www.smaaa.info](http://www.smaaa.info).

### **Section 4 Managing Pupils Needs on the SEN Register**

The school uses a provision map to manage the needs of all pupils in the school. Formative assessments and expectation data is shared in school meetings and used to identify pupils in need of additional intervention. Appropriate interventions are agreed and information is entered onto the school provision map by the SENCo. Criteria for exiting the intervention are also entered. The SENCo provides teachers with a copy of the provision map for their class. Some pupils will have a Personal Provision Plan (PPP) created in consultation with parents and pupils with clear which have clear measurable targets to meet the individual needs of the child. These are working documents and an integral part of the planning, teaching, learning and assessment process. They are reviewed and updated in consultation with parents and pupils as part of the Assess, Plan, Do and Review graduated approach.

The class teacher ensures the child receives the intervention and monitors the attendance of the pupil at the intervention. The class teacher also ensures that the intervention transfers back into the classroom and is incorporated in daily high quality teaching.

The class teacher uses evidence from classwork and formative assessments to update their copy of the provision map/PPP at the end of the intervention and evaluates this in terms of impact on learning.

Termly meetings are held to share formative assessments and expectations to decide whether children have met the criteria for exiting the provision or whether the cycle needs to be repeated. Whilst the cycle may need to be repeated, it may be necessary to change the intervention. The school SENCo uses this information to

update the provision map and to provide class teachers with copies. These termly review meetings are used to inform pupil progress meetings with parents and children.

Where cycles of Assess, Plan, Do and Review, have been repeated numerously, with changes to interventions made where necessary, and where a child's attainment has fallen to working one year below age related expectations, the child will be a 'cause for concern' and will be monitored closely. Interventions will continue to be provided. If the child continues to make less than expected progress or no progress at all, they will be entered onto the SEN register.

### **Interventions**

The SENCo and the child's class teacher will decide on the necessary action required to help the child make progress in light of concerns raised and assessments.

This may include:

- Different learning materials and/or equipment
- Group or individual support
- Support for parents/carers to help support their child at home
- Staff development and training on new strategies
- Access to support from external agencies

### **Section 5 Criteria for exiting the SEN register/record**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from the SEN register and monitored closely for ongoing progress.

### **Section 6 Supporting Pupils and their Families**

At St Michael and All Angels, we value a close working partnership with parents/carers and recognise the key role parents/carers play in enabling children with SEND to achieve their full potential. The school values and welcomes the essential information s that parents/carers hold regarding their child's needs and the best ways of supporting them.

We aim to work in partnership with parents/carers by:

- Keeping parents/carers informed and giving support during assessment and any related decision making process.

- Working effectively with all other agencies supporting children and their parents
- Making parents and carers feel welcome and valued
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Making parents aware of the SENDIASS Services, (formerly Parent Partnership), available as part of the Local Offer.
- Providing information in an accessible way

### **Involving Pupils**

We recognise that pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Children with SEND often have a unique understanding of their own needs and views on what would help them. Children will be encouraged to contribute to decision making processes and contribute to the assessment of their needs, reviews and transition processes.

We aim to involve pupils by:

- Identifying their own needs (self-evaluation)
- Sharing individual target setting (Personal Provision Plans/Personal Behaviour Plans)
- Evaluate their progress and discuss new targets
- Sharing their views about their education and learning

### **The Local Offer**

The Government requires all Local Authorities in the UK to publish in one place information about the services and provision they expect to be available in their area for children and young people from 0 to 25 years, who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer. The local offer provides information on the services available to children, young people and their families. It details what can be expected from a range of local agencies, including education, health and social care allowing more choice and control over what support is right for your child. For this information along with links to other agencies, see below.

- Knowsley Council Local Offer [www.knowsleyinfo.gov.uk](http://www.knowsleyinfo.gov.uk)
- St Michael and All Angels school website- [www.smaaa.info](http://www.smaaa.info);
- access to other agencies that are available (see the SMAAA SEN Information page);
- Admissions arrangements – school website [www.smaaa.info](http://www.smaaa.info);
- access to exams and statutory tests- Miss Bowman Headteacher;
- transition within school and to other settings- Ms Trayer SENCo/Deputy Headteacher;
- School policies including Managing Medical Needs - school website [www.smaaa.info](http://www.smaaa.info)

All of the above documents are available in paper copy from Mrs Graham the School Business Manager who is available on 0151 477 8400 or email [stmichaelandallangels@knowsley.gov.uk](mailto:stmichaelandallangels@knowsley.gov.uk)

### **Section 7 Supporting pupils at school with medical conditions**

At St Michael and All Angels we recognise that there will be pupils in school with medical conditions who should be properly supported so that they have full access to the curriculum, including school trips and P.E. Some children with medical conditions may be disabled and where this is the case St Michael and All Angels will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have a statement or Education, Health and Care, (EHC) Plan.

Details of the arrangements in place to support pupils in school with medical conditions can be found in the school Medical Conditions Policy on the school website [www.smaaa.info](http://www.smaaa.info).

More information is available from accessing the website below where you can find government guidance “Supporting pupils with medical conditions.” September 1<sup>st</sup> 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

### **Section 8 Monitoring and Evaluation of SEND**

At St Michael and All Angels the school regularly and carefully monitors and evaluates the quality of provision offered to pupils. This is done by regularly auditing the needs of the children against the provision available, ensuring all needs can be met. Evaluations of interventions are used to inform audits, regarding the

effectiveness of provision and changes are made accordingly. The regular evaluation and monitoring ensures that we are continually reviewing and improving the provision for all pupils.

To ensure the quality of our SEND provision, the school will conduct regular audits involving the SENCo, the SEN governor and head teacher. This will involve:-

- Lesson observations
- Book scrutiny
- Pupil progress meetings
- Learning walks
- Parent/pupil views
- Monitoring staff CPD
- SENCo network meetings
- SENCo Conferences
- Data analysis of intervention/support and evaluation
- SENS surgery with staff and Pupil Premium Lead

## **Section 9 Training and Resources**

### **How is SEN funded?**

Funding for SEN is set out on the SEN Information page. All staff have access to training that is planned for by the SENCo in the annual school audit. Training for staff is planned and monitored as part of the Action Plan provided to the Governors on an annual basis.

### **How are training needs identified and planned for?**

Training is provided by a variety of school based and external providers including:

- The SENCo;
- The Designated Safeguarding Officer;
- The Headteacher and Deputy Headteacher;
- Central Area Support staff;
- A Chance to Talk / Speech and Language;
- Educational Psychologists;
- ASC specialist teachers;
- Team Teach;
- Kirkby Collaborative courses
- Local Authority SENIS team (Special Educational Needs & Inclusion Services)

New staff at St Michael and All Angels are inducted by the SENCo and Designated Safeguarding Officer. An audit of their needs is taken and training planned for. All training is recorded in the schools' CPD folder held by the School Business Manager, Mrs Graham.

The SENCo at St Michael and All Angels is actively involved with and regularly attends local SENCo meetings on a half-termly basis. The SENCo also attend conferences and other relevant courses. She holds the National SENCo Award.

**Section 10 Roles and Responsibilities**

<b>Professional</b>	<b>Role</b>	<b>Contact Details</b>
<b>Ms M Trayer</b>	SENCo Manager of Medical Needs	0151 477 8400 <a href="mailto:stmichaelandallangels@knowlsey.gov.uk">stmichaelandallangels@knowlsey.gov.uk</a>
<b>Miss L Green</b>	SEN Teaching Assistant	Managed by Ms M Trayer
<b>Mrs L Hindle</b>	SEN Teaching Assistant	Managed by Ms M Trayer
<b>Mrs Matthews</b>	SEN Teaching Assistant	Managed by Ms M Trayer
<b>Mr R</b>	SEN Teaching Assistant	Managed by Ms M Trayer
<b>Miss L Joel?</b>		
<b>Mrs ?</b>		
<b>Miss P Burrows</b>	SEN Governor	0151 477 8400
<b>Miss Charlotte Greenbank</b>	Local Authority SEN Officer Local Offer	0151 443 5127 <a href="http://www.knowsleyinfo.co.uk">www.knowsleyinfo.co.uk</a>
<b>Mr C Lewis</b>	Designated Safeguarding Officer Looked After Children	0151 477 8400 <a href="mailto:stmichaelandallangels@knowlsey.gov.uk">stmichaelandallangels@knowlsey.gov.uk</a>
<b>Virtual School</b>	Look After Children- Local	0151 443 5845

	Authority	
<b>Jackie Evans</b>	LADO Local Authority Designated Safeguarding Officer	0151 443 4002
<b>April Waterson</b>	SEN and Inclusion Service Manager	0151 443 5108
<b>Steve Clarke</b>	Associate Educational Psychologist	0151 477 8635
<b>Jane Bannington/Sarah Cobbe</b>	Autistic Specialist Teachers	0151 443 5771
<b>Blathine Maguire</b>	Speech and Language (age 5-7 years).	0151 244 4387

**Section 11 Storing and Managing Information**

<b>Data Controller</b>	Miss Bowman Headteacher
<b>Person Responsible for storing SEND documents</b>	Ms M Trayer SENCo
<b>How documents are stored</b>	Electronic information is stored using password protection Paper based information is stored in a secured cupboard with limited designated staff access only. (Headteacher/SENCo/Designated Safeguarding Officer/Deputy Head teacher).
<b>How long documents are stored</b>	As per the Information and Data Policy, Child Protection Documents are stored for 25Years plus. Allegations for 10 years Pupil records- a paper copy is sent to the next school or setting.
<b>When and how documents are destroyed</b>	Documents are disposed of by a company (Reisswolf).
<b>What is destroyed</b>	Paper copies of pupil records and documents
<b>Other Policies that link to Information</b>	Confidentiality Policy



<b>and data Management</b>	Safer use of Internet Policy Information and Data Security for Schools Policy
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**Section 12 Reviewing the SEN Policy**

The SEN Policy is reviewed on an annual basis as per the Policy Committee meetings of the Governors Body. It is reviewed by staff, Governors, parents and pupils. It is reviewed alongside other policies such as:

- SEN Information Page;
- Accessibility Policy;
- Bullying Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Information Sharing Policy;
- Information and Data Security for Schools Policy.

**Section 13 Accessibility**

The Accessibility Plan is reviewed on an annual basis by the pupils, staff, Governors and parents. The school uses checklists provided by the Local Authority to carry our Accessibility Audits. A copy of the Accessibility Plan can be found on the school website ([www.smaaa.info](http://www.smaaa.info)) or a paper copy can be requested from the School Business Manager Mrs Graham 0151 477 8400. The targets for 2014-2015 include:

Current Targets	Strategies	Outcomes
Urgent contact details/lists up to date and accessible re: Medical Conditions	Parents/ Carers contactable quickly	Up to date – easily accessible but confidentially held contact details
Wheelchair access	Produce a Fire Risk Assessment for pupils using a wheel chair. Risk and Resilience to be contacted.	Pupil friendly Fire Poster in relevant classrooms.
New Curriculum 2014	To secure planning that encompasses the inclusion of all pupils.	Curriculum mapping available for parents (paper copy and on the school website)
Symbol software/visual Layouts/visual timetables	SENCo to support teachers planning for pupils requiring these	Pupils to be as independent as possible in all key stages.

	strategies- (pupil PPP).	
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**Section 14 Dealing with Complaints**

All complaints will be dealt with as outlined in the complaints policy which is available on the school website [www.smaaa.info](http://www.smaaa.info) and/or from Mrs Graham the School Business Manager.

**Section 15 Bullying**

St Michael and All Angels Bullying Policy is available on the school website ([www.smaaa.info](http://www.smaaa.info)) or a paper copy can be requested from the School Business Manager Mrs Graham 0151 477 8400. A provision map for the year which details activities curriculum links to bullying and Safeguarding can also be found on the school website.

At St Michael and All Angels, our aim is to safeguard the needs of all pupils with SEND, to promote their independence and build resilience in their learning. If you have any concerns, please contact school to speak with your child’s class teacher initially, the SENCo Michelle Trayer, the Safeguarding Officer Colin Lewis or Miss Bowman, Headteacher. Please refer to our bullying policy for further information.

**Section 16 Appendices**

**All related policies as mentioned in Section 12 are available on the school website.**

[www.smaaa.info](http://www.smaaa.info)

**Reviewing the Policy**

The SEND policy will be reviewed annually by Governors. Parent governors, parents, staff and pupils will be involved in this process.

Date agreed:

Signed -----Date-----

**Review Date**

**Autumn 2017**