



St Michael's C of E Academy

SEND Policy and Information Report

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Together, pursuing life in all its fullness

Version	Date	Author	Changes
1	11.10.21	Kelly Shenton	Initial Issue. Based on The Key model policy / Trust template v1
2.	14.9.22	Kelly Shenton	Modified intervention list Sharon Casey (EYSE) – Oversees SEND in Nursery
3.	10.10.23	Kelly Shenton	Pg7 Amendment to record keeping, <i>'Notes of these early discussions will be added to the pupil's record on CPOMS.'</i> Pg8 – Added in 'and more' Pg11 – Added in <i>'where available'</i>
4.	21.11.24	Kelly Shenton	Pg 8 Changed <i>'We will also provide the following'</i> to <i>'Some of the following interventions may be used, however this list is not exhaustive.'</i> Pg12 Changed <i>'Exclusions'</i> to <i>'Exclusions/Suspensions'</i> Pg 13 – SEND Governor – Lindsay Nash
5.	27.11.25	Kelly Shenton	Pg 9 - Changed <i>'Early Years IDS Team'</i> to <i>'Early Years Integrated Disability ServiceTeam (IDS)'</i> <i>Pg 10 Changed 'goals each term' to 'Assess, Plan, Do, Review (APDR) Targets each term.'</i> Checked all links are still current – including Authority Local offer pages and MAT pages.

Review Date: Nov 26

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1. Aims

Our SEND policy and information report aims to:

- Set out how our academies will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The 1996 Education Act provides for all pupils the entitlement to a relevant, broad and balanced curriculum through which they may demonstrate progress. This entitlement applies to all children whether they have special educational needs or not.

St Michael's is committed to providing an appropriate and high quality education to all children attending the school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum; which is accessible in a safe and caring Christian environment.

Every pupil with SEND and/or disability at St Michael's has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to IT across the curriculum; flexible learning pathways and out-of-school learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

St Michael's positively welcomes children with SEND. The school endeavours to set suitable learning challenges for all children, responding to their diverse needs and overcoming potential barriers to learning. Within the constraints under which the school operates, every practical effort is made to provide appropriate education for all children including those with special needs or Education Health & Care Plans.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is named on the contact page of the academy website.

They will:

- Work with the Headteacher and Lead Academy Governance Committee (AGC) member for SEND to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date

4.2 The Lead Academy Governance Committee (AGC) Member for SEND

The AGC member for SEND will:

- Help to raise awareness of SEND issues at AGC meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the AGC on this

- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the academy

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and Lead AGC member for SEND to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The Kinds of SEND that are Provided for

Our academies currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying Pupils with SEND and Assessing Their Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and Involving Pupils and Parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

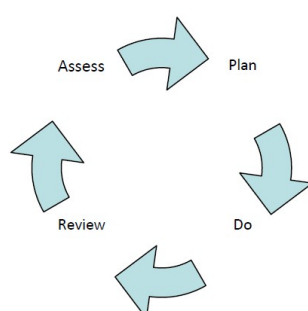
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We aim for all pupils to have an induction session at their new school.

5.6 Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated/scaffolded for individual pupils.

Some of the following interventions may be used, however this list is not exhaustive:

- Action words
- Clicker 8
- Dancing Bears
- Dealing with Feelings
- EAL 1:1
- EAL Group
- Emotion Coaching
- Handwriting
- OT - Fine Motor Skills Group
- OT - Gross Motor Skills Group
- Personal Care
- Phonics
- Power of 2
- Precision Reading
- Precision Spelling
- Sensory Diet
- Speech & Language - Traded Service
- Speech & Language NHS
- Stareway to Spelling
- Toe by Toe
- Write from the Start
- Funky Fingers
- Neli
- Lego Therapy
- Counselling
- Anxiety and Separation Group

5.7 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids from professionals, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional Support for Learning

We have 23 teaching assistants who are trained to deliver interventions such as those listed in Section 5.6.

Teaching assistants will support pupils on a 1:1 basis when deemed necessary, as part of an intervention; or when a child receives additional funding through an Education, Health & Care Plan.

Teaching assistants will support pupils in small groups when directed by the Class Teacher, SENDCO or SLT.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology (EP)
- Specialist Teaching Service (STS)
- Occupational Therapy (OT)
- Speech & Language Therapy (SALT)
- Physiotherapy (PT)
- Complex Needs Team
- Early Years Integrated Disability Service Team (IDS)
- Child and Adolescent Mental Health Service (CAMHS/RISE)
- SENDIASS (KIDS)
- SENDAR
- Primary Mental Health Team
- COMPASS – Medical referrals

5.9 Expertise and Training of Staff

Our SENDCOs are specially trained and allocated time to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff have been trained in Emotional Coaching, ASD Awareness, Communication In Print, Precision, Direct Instructions, Dyslexia Friendly Environments, Comic Strip conversations and other specific interventions listed above.

We use specialist staff for Occupational Therapy, English as an Additional Language, Speech & Language and Inclusion

5.10 Securing Equipment and Facilities

EHCP funding

It is the school's policy that the financial resources allocated to a child with an Educational Health Care Plan should be used primarily, but not exclusively, for the individual child to meet their specific needs e.g. support assistants, teacher time, specialised equipment, speech therapy, communication, etc. However, other children may also be included in the additional support and have access to the resources provided through their plan.

Teaching / Support Staff

The school will, if the budget allows, employ a specialist teacher to co-ordinate the special needs work of the school. The school will support the children by employing teaching assistants on a part time basis for class support and to deliver interventions whenever the school budget allows.

Resources

A proportion of the school budget will be allocated for materials/equipment to support the work of the special needs department. This will be the responsibility of the SENDCo and the Business Manager.

Resources may also be purchased specifically to support children with Educational Health Care Plans. These will be funded through their allocation and will be primarily for their use.

A special needs resource area will be given priority for the work of the special needs team.

How SEND Funding is spent

The school

- provides teaching assistants whose deployment meets the needs of all of our children
- buy back into educational services, such as Speech & Language, Occupational Therapy Services, Educational Psychology and Specialist Teacher Support.

Time will be allocated for each teaching assistant to plan, prepare and evaluate their special needs work.

5.11 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their 'Assess, Plan, Do, Review (APDR) Targets each term.'

- Reviewing the impact of interventions after 6 to 8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling Pupils with SEND to Engage in Activities Available to Those in the Academy who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Academy accessibility plans are available from the policy pages of academy websites.

5.13 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council where there is one
- Pupils with SEND are also encouraged to be part of before and after school clubs to promote teamwork/building friendships, where available

We have a zero tolerance approach to bullying.

5.14 Working with Other Agencies

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's tailored planning and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENDCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENDCO, class teacher, and external specialists, should consider a range of different teaching/classroom approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. **The delivery of the interventions recorded in the actions continues to be the responsibility of the class teacher.**

5.15 Complaints About SEND Provision

Complaints about SEND provision in our academy should be made to the SENDCO or the Headteacher in the first instance. Contact details are available on the contacts page of the academy website. They will then be referred to the complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions/Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact Details of Support Services for Parents of Pupils with SEND

Support services for parents of pupils with SEND are accessible within the local authorities SEND local offer information, which is available here:

- For our Warwickshire County Council academies, the local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>
- For our Coventry City Council academies, the local authority's local offer is published here: <https://www.coventry.gov.uk/sendlocaloffer>

5.17 Contact Details for Raising Concerns

Concerns from pupils or parents about SEND provision in our academy should be made to the SENDCO or the Headteacher in the first instance. Contact details are available on the contacts page of the academy website.

5.18 The Local Authority Local Offer

The local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

6. Links with Other Policies and Documents

This policy links to the following policies and procedures, which are available on the academy website:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives

And the following Trust wide policies that are available on the Trust website here:

<https://www.covmat.org/multi-academy-trust-policies/>

- Medication Policy and Management Procedure

The school's Local Offer and relevant policies, can be found on our website.

<https://www.stmichaels.covmat.org/special-educational-needs-and-disabilities-send/>

<https://www.stmichaels.covmat.org/policies/>

Named Special Educational Needs and Disabilities Co-ordinator:

Kelly Shenton – 3.0 days

Sharon Casey (EYSE) – Oversees SEND in Nursery

Named Governor responsible for SEND:

Lindsay Nash