Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace

# St. Michael Catholic Primary and Nursery School

## Special Educational Needs and Disability (SEND) policy and SEND Information Report

## 2026-2027

*I came so that you may have life, life in all its fullness" John 10:10*

St Michael Catholic Primary and Nursery School is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

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| **Policy Date** | September 2026-2027 |
| **Signed by Head Teacher** | Mrs N Collins |
| **Review Date** | September 2027 |

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|---|---|
| Head Teacher | Mrs Nicola Collins |
| SENCO | Mrs Cox (Maternity Cover for Mrs Victoria Johnson) |
| SEND Governor | Mrs Maddy Murphy |
| Pastoral Manager | Mrs Ann Fredericks |
| Pupil Premium Lead | Mrs Rebecca Panting |
| Approved by | Head Teacher and Governing body |
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## 1. Our Vision for SEND at Saint Michael

Our SEND Policy and information report aims to:

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

At Saint Michael Catholic Primary and Nursery School, we believe in providing an all-inclusive curriculum, that is accessible to all, where every child has the opportunity to make progress within their individual need. We believe that every child in our school has individual strengths and weaknesses. We also acknowledge that within the concept of individual differences, is the understanding that some children will have 'special educational needs.' We believe that each child at Saint Michael is entitled to experience all areas of the curriculum at an appropriate level and pace. Therefore, we are constantly observing, reviewing, and developing our teaching practice to ensure that the needs of all children are identified and assessed. This will, in turn, ensure that the curriculum is planned to meet children's needs.

Our vision reflects the ambitions set out in the Department for Education's 2026 White Paper *Every Child Achieving and Thriving*, recognising that every child should belong, participate and succeed within an inclusive mainstream school wherever possible. We are committed to removing barriers to learning through high-quality adaptive teaching, early identification of need, effective partnership with families

and evidence-informed provision so that every pupil can flourish academically, socially, emotionally and spiritually.

At the heart of our planning and provision is pupil voice and as much as possible, we will make every effort to involve the child in decision-making about any special provision they need and how this will benefit them. We will also seek to inform children about their additional needs and help them explore their own strategies in order to build up a toolkit of ways to help them manage their own learning. We strongly value our relationships with parents and the importance of parental choice with regard to implementing and reviewing additional provisions.

Alongside the academic development of each child, we recognise the need to ensure that the social, emotional, physical, spiritual and moral development of each child is supported. Incorporating Catholic Social Teachings (CST) into every facet of our curriculum is paramount in fostering a holistic education that aligns with our school's deeply rooted values. CST provides a moral compass that transcends academic subjects, guiding our students toward a profound understanding of compassion, justice, and the dignity of every individual. By infusing CST principles into subjects ranging from science to history, we not only impart knowledge but also cultivate a sense of responsibility towards society. Through this integrated approach, pupils are taught to view the world through a lens of solidarity, prioritising the well-being of the marginalised and vulnerable. This holistic educational experience empowers our pupils to become not only knowledgeable scholars but also compassionate advocates for positive social change, ensuring they carry the transformative teachings of CST into their lives beyond the classroom. As part of our holistic and inclusive education, pupils with SEND are encouraged and supported to access our RE curriculum, collective worship, reflection time, and CST at their own level.

We understand that some children will need additional support in these aspects of their development, to ensure access to the whole curriculum. Therefore, appropriate support strategies are put in place, when necessary. If additional specialist advice and support is necessary, we will contact the appropriate external agencies and seek advice or assessment.

This document is a statement of aims, principles and strategies for provision for children with SEND at Saint Michael Catholic primary and nursery school Primary School. It provides a framework for the identification for and provision of Special Educational Needs and Disabilities and has been written for the whole school community.

The SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

• achieve their best

• become confident individuals living fulfilling lives, and

• make a successful transition into adulthood, whether into employment, further or higher education or training.

## 2. Compliance, 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:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014.

- Special Educational Needs and Disability Code of Practice: 0–25 years (DfE & DHSC, January 2015).
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

- Every Child Achieving and Thriving (DfE, 2026). Department for Education (2026) Every Child Achieving and Thriving: Schools White Paper. Whilst this policy continues to operate within the statutory framework of the Children and Families Act 2014 and the SEND Code of Practice (2015), it also reflects the government's ambition to strengthen inclusive mainstream education, early identification, evidence-informed practice and improved outcomes for all children.

## 3. Definitions

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

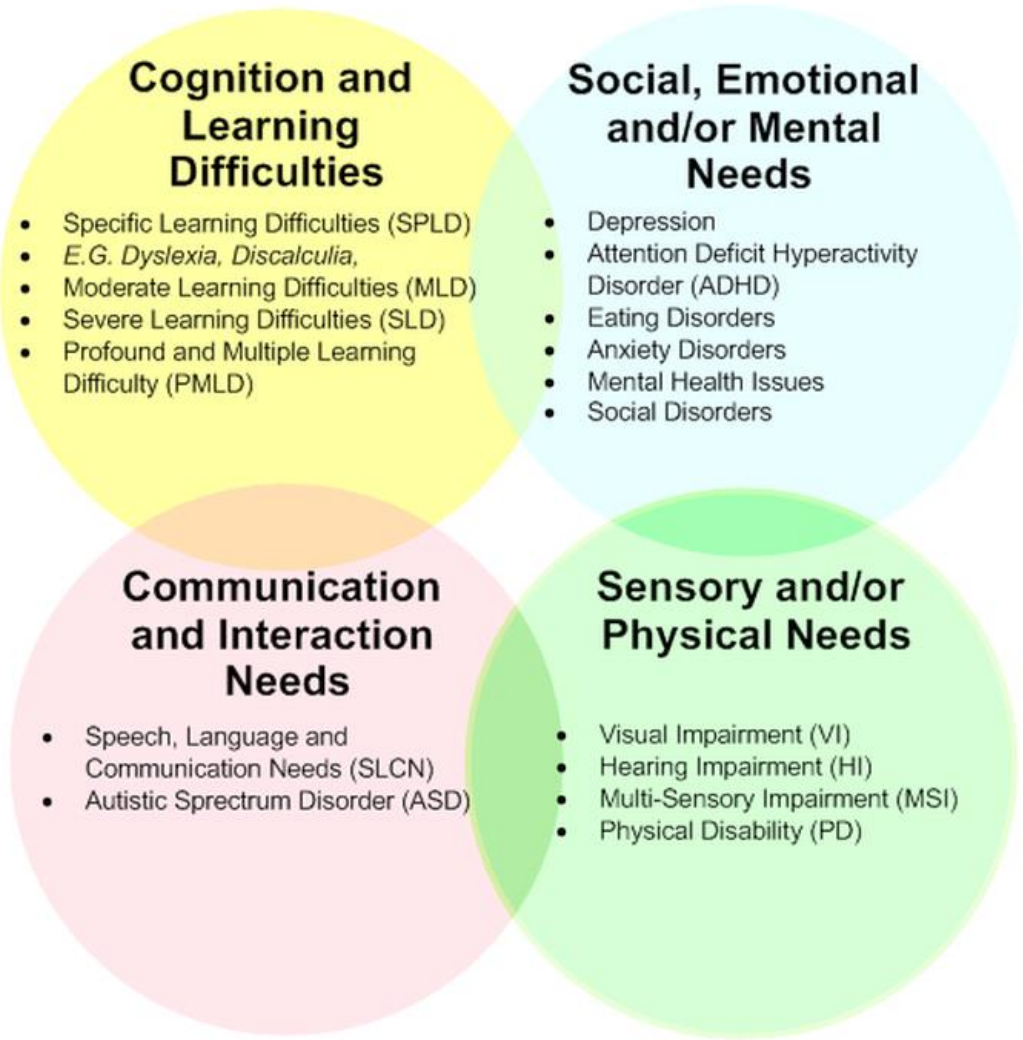
The 2015 Code of Practice (DfE, 2015) states that a child may have a learning difficulty or disability if they have:

- '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.'

Furthermore, 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.

Additional aspects of assessment (including diagnostic) are linked to the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory
- Social, Emotional and Mental Health




## 4. Roles and Responsibilities

### 4.1 The SENCO

The SENCO for the year 2026-2027 is Mrs Cox. Mrs Cox is a qualified teacher and speech and language therapist. Mrs Cox also completed the National Award for SEN Co-Ordination in December 2016.

The SENCO on maternity leave is Mrs Victoria Johnson. Mrs Johnson is a qualified teacher, Assistant Headteacher and member of the Senior Leadership Team, who completed the National Award for SEN Co-ordination in July 2022. Mrs Johnson also completed the NPQSL in February 2022.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN Governor

The SEN Governor is Mrs Maddy Murphy. Mrs Murphy has remained a valued member of the Saint Michael Community since her time as headteacher here many years ago.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 4.3 The Headteacher

The Headteacher is Mrs Nicola Collins. Mrs Collins is a qualified teacher, and has the NPQH qualification.

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Recognising when a pupil may need additional support.
- Implementing SEN support following recommendations from the SENCO and external professionals to deliver interventions and classroom strategies outlined in individual support plans of EHCPs where applicable.
- Regularly assess and record pupils' progress and participate in review meetings.
- Maintain regular communication with families, sharing achievements and strategies for supporting learning at home.
- Fostering an inclusive, safe and supportive learning environment for all pupils.
- 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 SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow the SEN policy.
- Attend relevant training to improve knowledge and skills.

# 5. SEND Information Report

## 5.1 The kinds of Special Educational Needs that we currently support at Saint Michael

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

### Communication and Interaction:

- Speech, Language and Communication Needs (SLCN) – stuttering, developmental delay, articulation errors, selective mutism
- Phonological Delay, Speech Sound Disorder, Childhood Apraxia of Speech.
- Specific Language Impairment (SLI)
- Autism Spectrum Disorder (ASD) or more preferably labelled as Autistic Spectrum Condition (ASC).

### Cognition and Learning Needs:

- Pupils with a range of cognition and learning needs, including moderate learning difficulties, specific learning difficulties and pupils with more complex learning needs where appropriate.

### Social, Emotional and Mental Health (SEMH)

- Social, Emotional and Mental Health (SEMH)
- Attention Deficit Disorder (ADD)
- Attention Deficit/ Hyperactivity Disorder (ADHD)
- Attachment Disorder

### Sensory and/or Physical Needs:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Sensory Processing Difficulties
- Cerebral Palsy

### Complex Needs:

- Downs Syndrome
- Global Developmental Delay (GDD)

## 5.2 Admission arrangements for pupils with SEND ADDITIONAL SECTION ADDED

- Saint Michael Catholic Primary and Nursery School welcomes applications from all pupils, including those with Special Educational Needs and Disabilities (SEND). Admission arrangements for pupils with SEND are the same as for all pupils and are in accordance with the school's Admissions Policy. The school does not discriminate against pupils with SEND and will make reasonable adjustments in line with the Equality Act 2010.
- Where possible, the school will work closely with parents, previous settings, the Local Authority and relevant professionals before admission to ensure that appropriate provision, reasonable adjustments and any necessary transition arrangements are in place to support a successful start at Saint Michael.
- See policy on Special Educational Needs and Disability Regulations 2014.

## 5.3 Identifying pupils with SEN and assessing their needs

Early identification remains central to our graduated approach. We recognise that identifying emerging needs promptly enables earlier intervention and reduces barriers to learning, reflecting national priorities for inclusive education.

The Children and Families Bill 2013 meant that changes to the SEND system came into effect from September 2014 but ways that pupils with SEN are identified remain the same as before and include the following:

- they have been identified as needing extra help by Medway Individual Children Support Services (ICSS), by the Children's Therapy Team or have a medical diagnosis.
- concerns are raised by parents/carers, teachers or the child's previous school or setting.
- those children fail to make expected progress.
- there is a change in the child's behaviour which impacts upon their learning.
- the pupil him/herself asks for help.

After discussion with teaching staff and parents, pupils may be added to the SEN register kept by the SENCO.

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. Their performance will be monitored by the teacher as part of ongoing observation and assessment, class teachers will make regular assessments of progress against the level descriptions, the National Curriculum, and the children's own personalised targets. Class teachers and SENCO may also use standardised screening or assessment tools and monitor 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 alone do not automatically mean that a pupil has Special Educational Needs. Decisions about whether a pupil requires SEN Support are based on a range of evidence, including progress over time, barriers to learning, teacher assessment, the views of the pupil and their parents, and whether provision that is additional to or different from that ordinarily available is required to meet the pupil's needs.

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 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.

### 5.4 Consulting and involving pupils and parents

If a child is identified as potentially requiring extra support, the parent would be notified in a parent consultation meeting or the parent would be asked to attend a scheduled meeting with the class teacher, the SENCO if necessary to discuss progress.

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 and given to their parents.

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

The SENCO also joins the teacher parent consultation meetings twice a year, so that she can see the parents with the teacher present as well as discuss targets, interventions in place and update on progress. Parents of children with EHCPs are also an important part of the Person-Centred Annual Review (PCAR) process, which happens once a year.

We also invite parents in to discuss recent assessments and reports from outside agencies and explain what this means for the child in terms of learning in the classroom.

The SENCO also holds Parent SEND coffee mornings termly, where a variety of information and training is given to parents about various areas of needs. Parents also have an opportunity to talk to each other about their experiences or ask questions. Lots of resources are also shared with parents at this meeting. The SENCO also meets on a 1:1 basis with any parents that may need help to work at home with their child or that need some support in managing their child's SEND.

**We recognise parents and carers as equal partners in their child's education and value their experience and input. Working collaboratively with families ensures that decisions remain person-centred and focused on achieving the best possible outcomes.**

### 5.5 Assessing and reviewing pupils' progress towards outcomes

At Saint Michael, we regularly assess and review pupil learning in every lesson. Where teachers have a concern about a child relating to any of the four areas of need, they would report their concern to the SENCO, who will observe the child and provide feedback on adjustments or scaffolds that may benefit the child. The SENCO may use checklists to check against common criteria and will check any class assessments. Quality-first teaching approaches are also encouraged, developed and supported by the SENCO and other members of the Senior Leadership Team who offer support to class teachers. Children with additional interventions in place to support progress will be targeted on our school provision maps, and parents will be notified of any extra support they receive.

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

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

- The teacher's assessment and experience of the pupil, pupil tracking

- The child's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- Baseline results
- Target tracker assessment
- In-house testing and assessment
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant or necessary

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. Every child on the SEN register will have a record of provision, which is created as a collaborative process involving the parents, class teacher and SENCO.

Children on the SEN register will either have an Individual Support Plan (ISP), which outlines targets for the children and is shared with parents and reviewed in parent consultation meetings alongside the SENCO or they will have a School Based Plan (SBP), which outlines additional and targeted specialist interventions that have been recommended by outside agencies. This should be discussed and reviewed three times a year between parents, class teacher and the SENCO.

Where children make little progress against their School Based Plan, and multiple agencies are already involved with the child, parents will be consulted regarding making an application for assessment for an Education Health Care Plan (EHCP).

### 5.6 Transitions and Preparation for Adulthood and Independence

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. All pupils have an induction session at their new school, some pupils have visitors from their new school come in, and some pupils are invited to take part in a 6-week transition project, provided by Marlborough Outreach Service. Where necessary, pupils will be given a transition book with information about their new school on.

Transition to new classes includes:

- Additional Visits to the new classroom
- Photo Books
- Social Stories
- Transition Meetings
- Handover Meetings
- Meet the Teacher Booklets for all children

Throughout primary education, we begin preparing pupils for adulthood by developing independence, resilience, communication, self-advocacy and problem-solving skills, ensuring children are well prepared for the next stage of education and later life.

### 5.7 Our approach to teaching pupils with SEN

At Saint Michael we believe that every teacher is a teacher of SEN. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality adaptive teaching is the foundation of our SEND provision and is the first response to meeting the needs of pupils with SEND. In line with Every Child Achieving and Thriving, we recognise that inclusive classroom practice benefits all learners and that teachers remain responsible for the progress, participation and achievement of every pupil in their class.

We will also provide the following interventions:

- BEAT Dyslexia
- BEAM
- Draw and Talk Therapy
- Extra 1:1 reading support
- Emotional Literacy Support Assistant (ELSA) Emotional support
- Fizzy/ Fine motor skill
- Forest School nurture sessions
- BLAST 1 (Nursery) and BLAST 2 (Reception)- Supporting speech and language development
- Fresh Start (RWI for those in Key Stage 2 with a reading age below 9).
- Lego Therapy Social skills support sessions
- Lunchtime nurture sessions/ indoor clubs
- Nessy
- Phonics 1:1 Sessions
- Play Therapy
- Plus One Numeracy intervention, Power of Two Numeracy Intervention
- Sensory Circuits
- Targeted early morning intervention sessions with the Class Teacher
- Toe-By-Toe (Dyslexia Support)
- Reading Comprehension
- Speech and Language Therapy support in class
- Sensory Circuits and Sensory Support
- Social support
- SPLD 1:1 Specialist Tutoring in some cases
- 1:1 targeted support

### 5.8 Adaptations to the curriculum and learning environment

At Saint Michael we believe that all children have the right to access a broad and balanced curriculum. We strive to provide scaffolds and adapt resources so that all children make progress every lesson. Class teachers are supported by the SENCO to create and source scaffolds to support learners.

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

- Adapting 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, such as laptops, coloured overlays, reading rulers, reading pens, visual timetables, larger font, talking tins, colourful semantics, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, targeting speech and language targets during class conversations etc.
- *The Nest* and Engagement Model- For pupils who are not yet fully accessing the curriculum, we provide tailored support through The Nest. This specialist provision offers a nurturing environment where pupils work towards personalised targets designed to meet their individual needs and promote meaningful progress. Through focused support, we develop communication, engagement, independence and readiness for learning, enabling pupils to become active, confident and valued members of our school community. Pupils' progress is assessed and monitored using the Engagement Model and Kent Portage assessment documents, ensuring that small step achievements are accurately tracked and next steps are clearly identified.
- See Accessibility Plan and Equality Act 2010.

### 5.9 Additional support for learning

Every class has a Teaching Assistant, and where necessary, some classes have two Teaching Assistants. Teaching Assistants receive weekly training from the SENCO on subject knowledge and supporting children with SEN. The SENCO holds appraisals with each Teaching Assistant twice per year, with an interim review to support their own development and learning relevant to their role or class profile. Teaching Assistants may be required to work 1:1 where a child presents with complex needs, has a School Based Plan, a risk assessment in place, or if they have an EHCP.

We also work with outside agencies to ensure that effective additional support is put into place where necessary. (See 5.14)

Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND). Where appropriate, Individual Healthcare Plans will be developed in partnership with parents, healthcare professionals and the school, and will complement any SEN Support Plan or Education, Health and Care Plan (EHCP) to ensure a coordinated approach to meeting the pupil's needs.

### 5.10 Expertise and training of staff

**Staff professional development is planned to ensure teachers continue to develop expertise in inclusive classroom practice, adaptive teaching and meeting the needs of pupils with SEND, recognising that developing staff expertise is essential to improving outcomes for all learners.**

Staff are trained each year by the SENCO and SLT to support the provision for SEN. All teachers work alongside the SENCO in 1:1 sessions to create and review provision maps three times per year, with additions and adjustments made by the class teacher throughout the term if necessary.

Staff have been trained in Quality-First teaching strategies, provision of scaffolds, Autism Awareness, EpiPen and Anaphylaxis training, planning for Complex Needs, Executive Functioning, TEAM TEACH,

Colourful Semantics, Restorative Justice, Trauma-informed Practice, Positive Behaviour and De-escalation Techniques.

The SENCO is a qualified SENCO with NASENCO qualification and a qualified Speech and Language Therapist.

### 5.11 Securing Equipment and Facilities

Where necessary, the school will make adaptations and changes to the environment to support the needs of children in each class.

Where extra equipment is needed, the SENCO will request an order to be placed with the rationale of its need and use. The benefit of the equipment will then be monitored to ensure impact and cost effectiveness.

Where extra support or facilities are required, the SENCO applies for an EHCP, where allocated funding would be agreed upon by Medway Council SEN Department, and a costed provision map is provided to show the allocation of resources and funding already in place.

The school has recently installed a Sensory Shed due to the large number of children who access Sensory Circuits as well as the need for sensory time. Furthermore, children who are dysregulated have access to the Well-being Pod – a calming and comfortable room for children to go for calming time.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The Head Teacher informs the governing body of how the funding allocated to support special educational needs have been employed.

### 5.12 Evaluating the Quality of SEN Provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six to eight weeks.
- Using pupil questionnaires
- Parent questionnaires
- Monitoring and observations by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Provision mapping
- Pupil voice on Individual Support Plans
- Governor monitoring

The school regularly evaluates the impact of interventions using assessment information, pupil voice and professional judgement to ensure provision remains evidence-informed and delivers positive outcomes for pupils.

### 5.13 Enabling Pupils with SEND to Engage in Activities

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 participate in school trips, sports day, plays and productions, assembly, Mass, workshops, any other planned activities.

In accordance with our Accessibility Plan, we ensure that all children have access to the same opportunities through:

- Adaptations to the environment where necessary e.g. warning tape, visual aids and picture cues.
- Adaptations to lessons
- Adequate adult support
- Involvement and planning with parents
- Risk assessments

### 5.14 Support for improving emotional and social development

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

- All pupils are encouraged to have their own role within the classroom.
- Anti-bullying champions and buddy benches
- Full Teaching Assistant team on the playground at lunchtimes in stations to teach pupils how to play and socialise appropriately.
- The School Improvement Plan has a large focus on the Restorative Justice approach to dealing with behaviour.
- Further support through ELSA, forest school, play therapy, draw and talk therapy, and LEGO therapy.

### 5.15 Working with other agencies

Saint Michael values a multi-disciplinary approach involving support and communication with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

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

- Emma Cox Speech and Language Therapy.
- Fortis Trust Outreach
- The Rowans Outreach (ICMAT)
- Medway Psychology Service
- Mental Health Support Teams through Medway Council
- Marlborough Outreach Service
- School Health Team (Medway Community Health/Snapdragons)
- NHS Speech and Language Therapy and Occupational Therapy
- North Kent Mind
- Simon Worthington, Occupational Therapy
- Jo Holdaway, SpLD Consultatant
- Lindsey Simpson, Play 2 Grow Play Therapy

- Physiotherapy team (NHS)

We also advise parents about how to get support from voluntary agencies such as:

- CAMHS
- Club Ausome
- Early Help/ Family Solutions
- ERIC
- Kent Autistic Trust
- Medway Parent and Carers Forum
- Medway Small Steps
- National Autistic Society
- North Kent Mind
- SENDIAS
- Short Breaks

Collaborative working with education, health and social care professionals ensures a joined-up approach to meeting children's needs and reflects the government's ambition for integrated services around families.

### 5.16 In-School Review (ISR)

Core membership of the ISR consists of the Headteacher, SENCO, Outside Agencies such as either Educational Psychologist or Fortis Trust, Speech and Language Therapist (where necessary) and the School Pastoral Support Manager (where relevant). Members of other support agencies can also attend too if they are invited and are available. Social Services may be invited to attend if appropriate.

Class teachers are asked to identify and discuss any children that they have concerns about that have still not made the expected progress, even after undergoing several cycles of APDR. The class teacher will complete a referral form to show evidence of the graduated approach. The teacher then discusses further strategies with the professional's present, gets advice and next steps for the child.

The SENCO prepares the agenda for the ISR, and sends this out in advance to those outside agencies attending the meeting. Information about the pupil's difficulties will have been collated prior to the meeting and shared.

Parents are informed that their child's learning needs are to be discussed prior to the meeting and they will be advised of the outcome by letter afterwards.

The SENCO is responsible for writing the minutes of the ISR and keeping notes for each pupil discussed. A copy of the minutes is kept in the ISR file and parents receive these. ISRs are held three times a year.

### 5.17 Application for an Education Health Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which entails requesting an Education, Health Care Plan. This is usually requested by the school but can also be

requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such, that a multi-agency or specialist approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans may combine information from a variety of sources including:

- Parents
- Teachers
- Early Help
- Outreach Support
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Various reports pertaining to the child's needs from other agencies and outreach support will be supplied alongside a costed provision map.

These documents are sent to Medway SEN Team for a panel of professionals to consider an assessing for an EHCP assessment. A decision will be made by the panel to decide whether or not the child is eligible to be assessed for this.

If the panel do not agree to assess a child for an EHCP, then parents are able to appeal this decision. If an assessment is agreed for a possible EHC Plan, then the child is then assessed by an Educational Psychologist (EP) before a decision is made.

The EP observes/ assesses the child and then writes a report which is shared with the panel and parents/ school. A decision is then made about whether to award an EHCP or not. Parents also have the right to appeal against an EHCP not being issued (more details through the school SENCO.)

Further information about EHC Plans can be found on Medway Council's Website:

https://www.medway.gov.uk/info/200307/special_educational_needs_and_disabilities_send_information_hub/1910/education_health_and_care_plans_ehcps

Or by speaking to Medway's SEN Team on 01634 331123

### 5.18 Funding

School funding system and SEND Funding is agreed locally by Medway Council.

Mainstream schools are expected to contribute the first £6,000 of additional educational provision required to meet a pupil's SEND from their own delegated budget. Where the cost of provision exceeds this threshold, the school may request High Needs top-up funding from the local authority, subject to its funding criteria.

Medway Council has its own High Needs funding criteria and application process.

Not every child requiring support above £6,000 automatically receives top-up funding—the local authority considers evidence of need and the provision required.
Some pupils receiving top-up funding will have an Education, Health and Care (EHC) Plan, while others may receive top-up without one, depending on local arrangements.

Children with an Education, Health and Care Plan (EHCP) may be allocated additional funding through Medway Council's High Needs funding system. The level of funding is determined using Medway Council's funding banding matrix, which assigns a funding band based on the child's assessed level of need and the provision required to support them. Each funding band corresponds to a specific level of financial support, enabling schools to provide the specialist provision and resources identified in the EHCP.

Funding is reviewed to ensure that it continues to reflect the pupil's assessed needs and the provision required to achieve the outcomes identified in their Education, Health and Care Plan (EHCP). In some cases additional funding is requested with supplementary evidence.

### 5.19 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's 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 school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

### 5.20 Medway Council's (Local Authority) Local Offer

Our local authority's local offer is published here:
https://admissions.medway.gov.uk/Synergy/localoffer/EnglishHome.aspx

## 6. Monitoring Arrangements

This policy and information report will be reviewed by the Headteacher, Mrs Collins, **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The SEND policy and progress of children with SEND is reported to the governing committee three times a year. In addition, the SENCO meets and reports to the SEND governor twice a year.

## 7. Links With Other Policies and Documents

This policy links with the following documents:

- Accessibility Plan Policy
- Behaviour and Relationships Policy
- Curriculum Policy
- Equality Policy

- Health and Safety Policy
- Personal Care Policy
- Positive Handling Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy

At Saint Michael Catholic Primary and Nursery School we are committed to ensuring that every child is known, valued and supported to achieve their potential. Through inclusive practice, strong partnerships and high aspirations, we aim to ensure that every pupil is able to achieve and thrive within our Catholic community.

The 2026-2027 review of this policy has been co-produced by Mrs Johnson (SENCO), Mrs Collins (Headteacher), Mrs Cox (SENCO Maternity Cover) and Mrs Murphy (SEN Governor).

| Mrs Victoria Johnson | Mrs Nicola Collins | Mrs Emma Cox | Mrs Maddy Murphy |
|---|---|---|---|
| SENCO | Headteacher | SENCO (Maternity Cover) | SEN Governor |
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