

St Michael and All Angels Catholic Primary School

Special Educational Needs and Disability Policy



*Believe-Achieve-Belong Together with Christ in the light of St Michael the Archangel,
we strive to be champions of all Christians and to the Church itself.*

Christ Centred Aim- Believe

- to live the Gospel values and live life to the full with forgiveness, love and respect and kindness for

Teaching and Learning Aim- Achieve

- to learn, grow and inspire as we act as role models when we care for others, the world and the environment

Community Aim -Belong

- to be messengers of Christ opening a door to the Church for the community to share its Gospel values both locally and globally.

We pray that our patron, St Michael the Archangel protects our school, community and Church.

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 or schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014), last updated 1.5.15
- Schools SEN Information Report Regulations (2014) (see 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/Child Protection Policy and Procedures 2024/2025
- Accessibility Plan September 2023/2024
- 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

Executive Head Teacher	Mrs J Ryan 0151 477 8400
SENCo/Manager of Medical Needs Contact Details Status	Ms M Trayer 0151 477 8400 stmichaelandallangels@knowsley.gov.uk National SENCo Award (Awarded in 2012) Deputy Headteacher, member of the Senior Leadership Team
Assistant SENCo	Mrs L Fairhurst EYFS Lead and member of the Senior Leadership Team
SEN Governor	TBC
SEN Caseworker	Ms Tanya Campbell-Geraghty (Knowsley Education Improvement Team) 0151 443 3751
Educational Psychologist	Dr Rachel Hanrahan Contact via Ms M Trayer
Learning Support Team	Mrs A Ryan (Specialist Teacher) Knowsley Central Support Team C/O Knowsley Central School

Beliefs and Values	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 potential.
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Policy Consultation	This policy reflects the SEND Code of Practice, 0-25 guidance. The policy was developed with staff, parents, Governors and pupils.
Accessibility	This policy is accessible to all school staff and is on our school website, https://www.smaaaprimary.co.uk . Paper copies are also available from the School Business Manager, Mrs Graham.
Information About our School	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 and supporting them with their mental health and wellbeing.

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 is able to make a contribution to high quality provision and successful outcomes with mental health and wellbeing at the heart of what we do.
- 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 providing 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 creating an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad, rich and fulfilling educational experience; 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, monitored and provided for in accordance with the Code of Practice (January 2015), 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.

Section 2

Identifying Special Education Needs

The Special Educational Needs and Disability Code of Practice (January 2015) 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.

At St Michael and All Angels, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal, social and emotional development.

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.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

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 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. Additional intervention and support cannot compensate for a lack of high quality teaching.

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;
- Physiotherapy Services
- Specialist ASD professionals.
- Advice and Guidance Support
- Outreach Behaviour Support
- Early Years Behaviour Support
- Health Visitors and School Nurse (School Health Team)
- Butterflies Counselling Service
- Mental Health Support Team

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 a Service person

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. As well as consulting with parents during the planning process, school may also include advice from external agencies.

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 closely with teachers, teaching assistants and specialist staff to plan and measure impact of interventions. The SENCo will provide advice and support should further assessment be appropriate.

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 and adapted 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 (SEN Support) and outside agencies contacted for further guidance. The decision to place pupils on the SEN register (SEN Support) will be shared with parents, carers and children as appropriate, 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 assessment (EHC). Parents and pupils will be fully involved in this process. School can make a request for assessment for an EHC to the Local Authority and parents can also make their own request for assessment.

See SEN Information Page on the school website <https://www.smaaprimary.co.uk>

Knowsley Local Offer and the EHC plan process.

<https://www.knowsleyinfo.co.uk/content/general-information-about-sen-schools-and-ehcp-process>

SEND IASS - Special Educational Needs and/or Disabilities, Information, Advice & Support Service

[Liverpool and Knowsley SENDIASS | Barnardo's \(barnardos.org.uk\)](https://www.barnardos.org.uk)

03333237768

109 Eaton Road, L12 1LU

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 whole school provision map by the SENCo.

Year group provision maps are created in conjunction with the SENCo, PP Lead and class teachers.

Some pupils will have a Personal Provision Plan (PPP) created in consultation with parents and pupils with 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.

Class teachers will also create Group Provision Plans with short term targets to monitor, evaluate and adapt regularly to meet pupil needs.

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 whole school provision map and to adapt year group provision maps with class teachers. 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 following identification of needs and a discussion with parents.

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. Termly Planning and Review meetings provide the opportunity to discuss pupil progress and any changes to interventions.

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 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.
- Making parents aware of Early Help as a means of supporting children and families
- 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
- St Michael and All Angels school website- <https://www.smaaprimary.co.uk>
- access to other agencies that are available (see the SMAAA SEN Information page);
- Admissions arrangements – school website <https://www.smaaprimary.co.uk>
- Access arrangements for exams and statutory tests- Mrs Ryan Executive Headteacher;
- Transition within school and to other settings- Ms Trayer SENCo/Deputy Headteacher;
- School policies including Managing Medical Needs - school website <https://www.smaaprimary.co.uk>

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

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 an 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 <https://www.smaaprimary.co.uk>

More information is available from accessing the website below where you can find government guidance "Supporting pupils with medical conditions." September 1st 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 group and individual Supervision Meetings with Head Teacher
- SENCo network meetings
- SENCo Conferences
- Data analysis of intervention/support and evaluation
- SENS surgery with staff and Pupil Premium Lead
- Meeting with the SENd Governor
- Termly Planning and Review meetings
- Reporting to Governors
- Evaluations of play plans (EYFS), Learning Plans and Positive Behaviour Plans
- Interim and Annual Review for those pupils with an EHC plan

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 Executive Headteacher and Deputy Headteacher;
- Knowsley Central Area Support staff;
- 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 attends conferences and other relevant courses. The SENCo holds the National SENCo Award. The SENCo will signpost staff to information regarding supporting pupils with additional needs. The school is a member of NASEN (National Association for Special Educational Needs).

Section 10 Roles and Responsibilities

Roles and Responsibilities for SEND provision

Executive Head Teacher

Mrs Ryan advocates and works closely with the SENCo to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with SENd.

SEND Governor

The SEN Governor TBC, meets with the SENCo termly and monitors the progress of pupils with SENd.

Special Educational Needs Co-ordinator

In line with the SEN Code of Practice (January 2015), the SENCo, Ms Trayer, will oversee the implementation of this policy by;

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Teachers

Working collaboratively with the SENCo, PP lead and other Leaders of Learning as appropriate, class teachers will agree:

- vulnerable learners within the class
- pupils underachieving and requiring additional interventions
- pupils requiring support due to a special educational need and advice from external agencies. Personal Provision Plans (PPP), Personal Behaviour Plans (PBP), would be needed to support desired outcomes, (this would include pupils with EHC plans). Pupils would be entered onto the school SEND register.

Securing good provision and desired outcomes for all groups of vulnerable learners by:

- high quality teaching and learning opportunities matched to pupil needs and learning styles
- provide regular opportunities for pupils to work on agreed targets which are "additional to" or "different from" those normally provided.
- Effectively deploy resources, including adult support, to enable the maximum impact on outcomes for all groups of learners

Staff delivering interventions

- Working closely with teachers, the SENCo and PP Lead, plan and deliver interventions as appropriate.
- Baseline children and assess progress made frequently and regularly.
- Record progress on intervention plans provided so that class teachers can plan effectively for assessment and the next steps in the learning sequence

As previously stated within this SEN Policy, it is the responsibility of our teachers and their use of High Quality Teaching to support children working in collaboration with the SENCo. The SENCo will co-ordinate and monitor the quality of the support and progress children make. There are

other key colleagues that have a significant impact upon the progress and development of our children these include;

Professional	Role	Contact Details
Miss L Green	SEN Teaching Assistant	Managed by Ms M Trayer
Mrs L Grant-Hanlon	SEN Teaching Assistant	Managed by Ms M Trayer
Miss S Fox	SEN Teaching Assistant	Managed by Ms M Trayer
Miss E Robinson	SEN Teaching Assistant	Managed by Ms M Trayer
Miss C Frail	SEN Teaching Assistant	Managed by Ms M Trayer
Mrs C Molyneux	SEN Teaching Assistant	Managed by Ms M Trayer
Mr C Powell	SEN Teaching Assistant	Managed by Ms M Trayer
Mr D Jordan	SEN Teaching Assistant	Managed by Ms M Trayer
Miss M Wootton	SEN Teaching Assistant	Managed by Ms M Trayer
Miss A Flemming	SEN Teaching Assistant	Managed by Ms M Trayer
Mrs M Birch	SEN Teaching Assistant	Managed by Ms M Trayer
Mr M Hardwick	Local Authority SEN Team Manager Local Offer	0151 443 5127 www.knowsleyinfo.co.uk
Mrs H Deyes	Designated Safeguarding Officer Looked After Children	0151 477 8400 stmichaelandallangels@knowlsey.gov.uk
Virtual School Head Sue Smerdon	Look After Children- Local Authority	0151 443 3343
Diane Kitcher	LADO Local Authority Designated Safeguarding Officer	0151 443 4002
Martin Wilby	SEN and Inclusion Service Manager	0151 443 5108
Dr Rachel Hanrahan	Educational Psychologist	Contact via M Trayer

Stephanie Hull	ASC and Social Communication Advisory Teacher	Contact via M Trayer
Community Speech and Language	Speech and Language	0151 244 4387
Chatty Learning (School based)	Speech and Language (KS1)	Contact via M Trayer at school

Section 11 Storing and Managing Information

Data Protection Officer	Mrs Graham
Person Responsible for storing SEND documents	Ms M Trayer SENCo
How documents are stored	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).
How long documents are stored	As per the Information and Data Policy, Child Protection Documents are stored for 25 Years plus. Allegation records are kept until the person's retirement age or 10 years from the date of the allegation. Pupil records are kept while the pupil remains at the primary setting. When the pupil moves to another school, all records are transferred to the new educational setting.
When and how documents are destroyed	Documents are disposed of by a company (Reisswolf).
What is destroyed	Paper copies of pupil records and documents
Other Policies that link to Information and data Management	Confidentiality Policy Safer use of Internet Policy Knowsley Data Sharing Protocol

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;
- Anti -Bullying Policy;

- Equality and Accessibility Plan;
- Relationships and Behaviour Policy
- Positive Handling Policy
- Mental Health and Wellbeing Policy
- Admissions Policy
- Safeguarding and Child Protection Policy;
- Supporting pupils with Medical Conditions Policy
- Behaviour Policy;
- Information Sharing Policy;
- Information and Data Security for Schools Policy.
- Remote Learning 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 (<https://www.smaaprimary.co.uk>) or a paper copy can be requested from the School Business Manager Mrs Graham 0151 477 8400.

Section 14 Dealing with Complaints

All complaints will be dealt with as outlined in the complaints policy which is available on the school website <https://www.smaaprimary.co.uk>

and/or from Mrs Graham the School Business Manager.

Section 15 Bullying

St Michael and All Angels Anti - Bullying Policy is available on the school website (<https://www.smaaprimary.co.uk>) 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 Mrs H Deyes or Mrs Ryan, Executive Headteacher. Please refer to our anti - bullying policy for further information.

Section 16 Emergency Planning (e.g. Covid-19 Response)

Please refer to our Remote Learning Provision for pupils on our school website

www.smaaa.info

We understand how differently children can respond to situations affected by Covid-19. We will work closely with pupils and families and personalise learning by adapting activities which match pupils' personal needs at the current time. We will draw upon advice from other professionals to support pupils with SEN and their families.

Section 17 Appendices

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

<https://www.smaaaprimay.co.uk>

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 2025