



**St Michael's Church of England
Primary School
SEN information Report**



Updated November 2016

Introduction

St Michael's Church of England Primary School strive hard to ensure that all pupils are fully included in all aspects of school life.

- We provide a broad and balanced curriculum which is differentiated to meet individual needs.
- We regularly assess and monitor progress so that all children are on track to meet their potential.
- All children have equal access to resources, support and interventions as required.

"A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for 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.

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 " (SEND Code of Practice: 0 to 25 years June 2014).

St Michael's Church of England Primary School understand their statutory obligations under primary legislation and has regard for the following regulations:

- The new SEND Code of Practice 2014;
- The Children and Families Act 2014;
- The Equality Act 2010;

Our school has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management of provision and /or support for identified pupils with SEND. The SENCo also provides support for teachers and support staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which is differentiated to meet the needs of individual pupils with SEN within the classroom.

SENCo: Mrs Karen Benson

Karen Benson is a qualified and experienced teacher who gained the SENCo Award in 2011. She works closely with all staff and regularly meets with parents and outside agencies such as Speech Therapists, Educational Psychologists, family support workers and Paediatricians.

She is able to advise on the graduated approach in providing support for children with SEN and assists in writing Individual Support plans for children with higher needs.

She meets on a regular basis with the Headteacher and Senior Leadership Team to discuss pupil progress and how to improve outcomes for children on the SEN list.

In addition to this she liaises with future provision to ensure smooth transition and will contact past providers for relevant information if required.

Areas of Need for children with SEN

The new Code of Practice (June 2014) states that there are four main areas which cover Special Educational Needs. These are as follows:

Area of Need	Relates to:
<p>Communication and interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas: Attention/Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention and prompts to stay on task. May need individualised motivation in order to complete tasks. Interaction may not always be deemed appropriate. May find peer relationships hard to form. Have difficulty to initiate or maintain a conversation. Understanding/Receptive Language: May need visual support to understand or process spoken language. May need enhanced communication systems. Frequently misunderstandings. Repetition of instructions and broken into smaller chunks to aid understanding. Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Poor speech sounds may be present. Poor literacy skills related to phonological awareness and grammar. Children with ASD, including Asperger's syndrome and Autism are likely to have particular</p>

	<p>difficulties with social interaction. They may experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<p>Cognition and Learning</p>	<p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD) where children are likely to have severe learning difficulties as well as physical disability or sensory impairment.</p> <p>Indicators if child has difficulties with skills needed for effective learning such as:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development • Fine and gross motor skills • Independent learning skills • Difficulty making a choice or decision • Processing of information <p>Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia or dyspraxia.</p>
<p>Social, Emotional and Mental Health</p>	<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> • Becoming withdrawn or isolated • Displaying challenging, disruptive or disturbing behaviour • Attention difficulties (including ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image • Eating disorders or physical symptoms that are medically unexplained
<p>Sensory and/or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smell/light/touch/taste • Toileting/self-care

Identifying children and assessing their needs.

Pupil progress meetings take place three times a year where the individual academic progress of all children is discussed and monitored. Children making less than expected progress given their age and individual circumstances are flagged up. This enables children to be identified early and as soon as there is a concern about their learning. Less than expected progress can be considered as progress which is significantly slower than that of their peers starting from the same baseline. The areas identified also include difficulty with social interaction or emotional responses. These are assessed and recorded through observations and interactions indoors and outside.

Parents are kept informed if we feel there is a barrier to learning and a need for further diagnostic tests or a referral for specialist support. Each class has a provision map which outlines any additional needs or intervention support and who this is targeted at. Following on from targeted support and in discussion with parents and the SENCo a child may be placed on the SEN list if appropriate. This would follow the graduated approach of Assess, plan, do and review. The SENCo may seek further professional advice from an external agency such as an Occupational Therapist, Paediatrician or Specialist Teacher.

Types of provision

Wave 1

Wave 2

Wave 3

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Quality First Teaching All children receive this	Small group interventions <ul style="list-style-type: none">• Phonics booster• Handwriting• Maths/Literacy• Social skills• Self-esteem• Language groups	Individual support <ul style="list-style-type: none">• Behaviour• Social Communication• Speech therapy

Specialist resources

Some children may require specialist equipment to support their learning such as pencil grips, fidget busters, writing slopes, weighted jackets and concentration cushions.

We have a range of sensory equipment and training in Gym Trail delivered by the Occupational Therapy Service.

Point of Contact/staff leads

Communication/Social Interaction Lead : Mrs Karen Benson (AET Level 2 training)

Assistant lead: Mrs Lee Ewin (AET Level 2 training)

Communication Champion : Mrs Maxine Idrissi (Enhanced Makaton training)

Governor overseeing SEN provision: Mrs Katy Bellerby

Mental Health Lead: Mrs Lisa Dale (Head and Mindfulness trained)

Partnership with parents

As a school we highly value the close partnership we share with parents.

We encourage opportunities to meet termly at consultations or after school by appointment. The SENCo will be available to attend the meetings if the teacher or parent feels this would be of benefit.

External Agencies involved with school

Aspects family support : Christine Haynes

Occupational Therapist: Paul Willshire

Educational Psychologist: Len Gardner

Speech and Language Therapist : Kim Duesbury

DSPL 3 SEND Family Support team

Autism: Sarah Clifton

Social Emotional Mental Health: Alex Smith / Caronne Devalle

Please contact the school SENCo for further details if you would like to access any of these services.

Further advice

Educational Psychologist contactline : 01992 588574

Learners Community library : Kitwood unit, Herts and Essex Hospital, Bishop's Stortford (last Wednesday of the month 1-5 pm)

Windhill Children's centre : 696853

Additional questions

- **How will the school staff support my child with additional needs?**

Class teachers plan lessons according to the needs of all the children in their class and deliver quality first teaching. Specific strategies and resources will be used to support your child individually or in groups. The classteacher will liaise with the school SENCo regarding any further support/advice should they need it.

- **How will I know how my child is doing?**

Some children on the SEN list will have an Individual Support Plan others will be on the class provision map and be part of small intervention groups. Targets are regularly set and reviewed at parent consultations or at other parent meetings or in some cases TAF meetings. (team around the family)

Some children have a home/school communication book to ensure regular information is fed back to parents. The progress of children with an EHC plan will be formally reviewed at an Annual Review.

- **What support will there be for my child's overall well-being?**

The well-being of every pupil at St Michael's Primary school is of utmost importance. Personal, Social and Health Education (PSHE) is integral to our curriculum. As a school we have taken part in mindfulness and well-being training and recognise self-esteem and emotional resilience as important aspects to increasing achievement. We value each child's input and pupil voice is at the heart of our school community. Opportunities for children to share ideas include school council meetings, surveys and circle times. We ensure that key adults are available during the day for children to go to if they need to talk to someone during the school day. Our Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions is fully understood by all staff.

- **What training have staff received in helping support children with additional needs?**

We have good links with Thorley Outreach Service based at Thorley Hill school. They provide regular training on how to support children with specific learning difficulties. Other opportunities are available through Continuing Professional Development courses in Stevenage and at other Outreach bases such as Amwell View and with the Speech Therapy Service.

- **How will you help me to support my child's learning?**

You will be provided with school information about how to help your child at home. Parent workshops are also available to learn more about supporting your child's learning. Family support workers are available as needed, as are a range of parenting courses at the Children's Centre. (contact details included under further support)

- **How will my child be included in activities outside the classroom including school trips?**

Our Equality/Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Risk assessments will be carried out as appropriate for all the children. Reasonable adjustments will be made dependent on your child's needs. Parental discussions will be held as appropriate to discuss any activities that will be taking place outside the classroom for children with additional needs.

- **How accessible is the school environment?**

All Hertfordshire schools will comply with the Equality Act (2010) and will make reasonable adjustments for every child. We have a School Access Plan.

Wherever feasible, we will always make reasonable adjustments to improve the accessibility of our environment to meet individual needs, within the physical restraints of our site.

- **Who can I contact for further information?**

Parents are encouraged to talk to the class teacher in the first instance to raise any issues or concerns. For further information and for pupils on the SEN list parents can meet with the school SENCo or make contact via email or telephone. At County level the SEN Officer is available for further advice.

- **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Transition support is available for all pupils, whether they are coming to our school, moving class or moving to another school. For children with additional needs we will offer extra support and preparation and often liaise with the next SENCo or Head of Year. As a Hertfordshire school we are lucky to have 'Crucial Crew' who deliver personal and safety education messages to year 6 children and encourage model behaviour and positive citizenship. This prepares children well for transition to Secondary school. Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000. Both electronic and paper records are transferred and discussed. For children joining in Nursery and the Reception class (Foundation Stage) home visits are arranged so that children are introduced to the staff and

parents have an individual opportunity to pass on any relevant information relating to additional needs or concerns in a private and confidential way.

- **How are the school's resources allocated and matched to children's special educational needs?**

We have a set allocated budget for SEND within the school. This is reviewed annually by the Governors. Additional Funding can be applied for in cases with pupils who have Exceptional needs. (ENF) Within the budgetary constraints support is allocated according to the level of need.

- **How is the decision made about how much support my child will receive?**

Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, a consultation will take place with the relevant staff, the learner and the families as relevant.

All interventions are monitored for impact and closely reviewed for the individual children taking part. We aim at all times to encourage independence for all pupils and support will be carefully planned and structured to ensure that it is meaningful and relevant. The SENCo oversees all additional support and regularly reviews with the Headteacher. The progress of pupils with SEND is also regularly monitored by Governors.

Further guidance is available on the local offer at Herts Grid for Learning

The local offer is available here:

www.hertsdirect.org/localoffer