



ST MICHAEL'S ROMAN CATHOLIC PRIMARY

SCHOOL SEND INFORMATION REPORT 2018 - 19

At St Michael's Catholic Primary School, we consider *all* children to be unique and special. We want every one of them to have access to a rich curriculum that is appropriate for them, where they achieve successes at their own level, in an environment where there are positive expectations of SEND pupils. We also want all of our pupils to develop good social skills and resilience, as is reflected in our CIRCLE values.

Therefore, we celebrate all aspects of learning and development and adapt our systems, structures, curriculum building and values to make our school a welcoming and inclusive environment for all children.

What do we mean by Special Educational Needs - Definition

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for Special educational provision to be made for them.

A child of compulsory school age or young person has a learning disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of facilities of a kind generally provided of others of the same age in mainstream schools or mainstream post 16 institutions (SEN Code of Practice 2015).

What kinds of Special Educational Needs do St Michael's provide for

At our school we do everything that we can to ensure that pupils with SEND engage in all activities alongside their peers, as much as possible.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

We support pupils from the four broad areas of need as laid out in the SEN Code of Practice 2014 - these are;

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

We also make provision for frequently occurring special educational needs such as:

- dyslexia & Developmental Coordination Disorder (Dyspraxia) .
- speech and Language needs,
- specific learning difficulties,
- visual stress/ reading
- social communication issues.
- behaviours and barrier to learning including the parenting support
- sensory needs

We support children with complex needs who may also have Education Health Care Plans (EHCP) and who require more intensive support in school.

What support is available for improving the social emotional and mental health of pupils with SEND?

Pupils are well supported at St Michaels Catholic School by:

- staff following our Anti bullying policy.
- there are Anti bullying champions operating in each class.
- lunchtime Nurture group and play leaders.
- pastoral support - targeted support for individual pupils.
- The Jigsaw PSHE program.
- Rainbows - loss program.
- School Council.
- play therapist

- worry boxes in every classroom

How are SEN needs identified at this school?

Pupils are identified as having SEN and their needs assessed through,

- Concerns raised by parent / carers, teachers (current and previous) or other agencies.
- Information passed on from Nursery, previous or infant schools.
- Feedback from staff and teaching observations and assessments.
- SENCo assessments, KS1 & 2 results.
- There is a lack of progress and poor test scores.
- There is a change in a pupil's behaviour.
- The pupil may ask for help and identify something that they are struggling with.
- Regular assessments and analysis of attainment and progress by teachers
- All pupils at our school are monitored three times per year in Pupil progress meetings. This is a formal process where key staff including the class teacher, senior leadership and SENCo discuss each child's individual progress.
- If there are further concerns about the child and support has been tried, then they will also be discussed at the In School Review Meeting, which is a multi-agency meeting of SEND specialists who meet 3 times per year.

Even when a special educational need is not formally diagnosed, the school will put in extra support to enable the child who is struggling, to catch up through the use of interventions or booster groups.

However, some children may still make slower progress, despite high quality teaching targeted in their areas of need. Therefore, (in consultation with parents) we use a range of assessment tools such as Speech & language Link, visual stress screener, Dyslexia screener, phonics check, ASD and ADHD checklists and screeners to try to determine the cause of the child's difficulty.

We have external advisors for children who meet their criteria and may need even more specialised support.

How are children with SEND assessed and monitored?

Impact tracking of interventions and support through Provision maps (this is a record of the interventions, timings, cost and impact of the intervention) is completed at least termly and provision is made in light of these findings. The SENCo and teacher work together on this document and share these with other staff.

Other assessment arrangements are;

- data tracking for pupil progress.
- individual support and EHCP reviews.
- observations and follow up by the SENCo and other staff.
- parent meetings (including 2 meetings per year specifically for parents of children with SEND) as well as 2 parent meetings per year with the class teacher.
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How do we safeguard children with medical issues, SEN and disabilities?

In accordance with St Michael's Safeguarding Policies, we acknowledge that the warning sign and symptoms of child abuse can vary from one child to the next and we recognise that disabled and children with SEND may be especially vulnerable to abuse.

These children may have speech and language or communication needs that makes it difficult to tell others what is happening.

The SENCo is also a Safeguarding Lead but close liaisons with other Safe guarding leads continues to ensure that vulnerable children are monitored appropriately as part of this.

How is the curriculum adapted to the learning needs of the pupils?

Adaptations are made to the class environments for specific pupils to support their learning such as;

- having their own work station/ area with a visual timetable and prompts.
- pupils being encouraged to complete tasks in a variety of different ways including focus groups, peer support and group or 1:1 interventions.
- being provided with a range of materials to do this.

- use of safe place tents in class and access to the sensory room when needed.
- use of sensory circuits regularly to assist children in getting ready for learning.
- lunchtime and playtime supervision and support for those children that cannot cope with being on the larger playground or eating independently.

What is the role of the teacher?

The role of the teachers at St Michael's School in supporting all children is very important and Quality First Teaching Strategies are vital. We ensure that teachers are trained and regularly updated to support the needs of all learners in their classroom.

For a pupil who has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Extra resources or behaviour motivators can also be used (where needed) to support children's access to all learning.

SEND children are tracked using an assess, plan, review, do cycle of intervention. We also seek external advice where necessary.

Role of the Learning Support Assistants

Our school has one Speech and language support assistant (Mrs Jones) who has had specific training in this area. Liaising with the SENCO, she also teaches children with these needs as well as tracks progress.

She meets with both teachers and the speech and language therapists regularly, in order that children work towards and meet specific targets set for them.

Other Learning support assistants (LSAs) in the school are trained in areas such as:

- sensory circuits
- fine gross motor control skills programs (Fizzy & BEAM programs.)
- Read Write Inc (phonics program).
- supporting pupils with Dyslexia
- supporting pupils with Speech and language difficulties (using PECS, Signalong and visual prompts)

- supporting children with ASD (Autism) and or Attention Deficit disorder
- intensive Interaction.
- social skills groups.

Some LSAs are allocated to work with small focus groups or others work with a pupil 1:1.

After more detailed assessments, appropriate specialist equipment may also be given to the pupil e.g. writing slope boards, tangles, wobble cushions / for concentration, pencil grips, timers, ear cancelling headphones or easy to use scissors to enable the child to make better progress.

These strategies are shared with parents, put into the class provision map and regularly revised

How do we support staff to help pupils with SEN?

The SENCo (Emma Cox) has the relevant SENCo qualification and she is also a fully qualified teacher. She attends regular SEN meetings in Medway and shares good practice with other SENCo's in the area.

Every teacher is trained in how to support pupils with SEND.

Staff share good practice with one another about strategies and interventions that have been successful in supporting children with particular difficulties.

How do we work in partnership with parents?

At our school, we work very closely with parents to discuss their child's specific needs and how they can give support both at home and in school.

Parents are encouraged to contribute to their child's education and support. This may be through:

- discussion with class teacher or the SENCo.
- discussions at parents and SEND parent meetings.
- use of contact books to support further learning.
- meetings and discussion with outside agencies and specialist support.

How do we consult with young people with special educational needs and involving them in their learning?

When one of our pupils has been identified as having special educational needs and extra provision is being made for them, we ensure that we provide support to help them to understand what their own learning needs are and how we will support them with this.

Parents play more of a significant role in Key Stage 1, with the pupil taking more responsibility as they get older and have a better understanding of their learning needs.

However, the support that we provide for all children is carried out in a structured such way so that our pupils with SEND learn to gradually become more independent learners. We want them to leave St Michaels Catholic Primary School with a tool kit of strategies to help themselves to access their own learning as they progress.

How is the governing body involved with children with SEND?

The Governing Body of St Michaels Catholic Primary School is responsible for entrusting Mrs Sexton with the appropriate teaching and support for children with SEN. The SEND Governor (Wendy Greatorrex) visits the school 3 times per year to assess the efficiency of SEN provision in the school by meeting with the SENCo, analysing external and internal data, examining plans and provision maps, scrutinising books and pupil conferencing

What are the arrangements for the treatment of complaints from parents of pupils with SEND concerning the provision made at school?

The normal arrangements for the treatment of complaints regarding provision special educational needs will apply using our complaints policy.

Parents are firstly encouraged to discuss their concerns with the SENCo and class teacher together to try to resolve the issue before making the complaint formally to the head teacher and ultimately Chair of the Governing Board.

If the complaint is not resolved after it has been considered by the Governing Body, then a mediation service can be contacted.

How do we manage transition arrangements for children with SEND?

We work closely with Nurseries and other schools (if pupils are transferring to us from another them) to ensure that relevant information is obtained to support pupils when they first arrive. Sometimes the SENCo is able to observe the child in this familiar environment before they come to join our school.

Meetings are also arranged by the SENCO to meet new parents so that information about the child is gathered in order to support the children when they arrive.

Other agencies (already working with the child) or pupils with an existing Education Health care plan (EHCP) in place also meet with the SENCo to make plans about further support.

Positive behaviour/ strategy plans are also regularly updated and sent on the relevant parties when a pupil changes class or goes to another setting. This will have a list of all resources and strategies being used with the child to differentiate their learning experience.

Year 6 Transition

A detailed transition process is also put into place and used each year to assist those Year 6 students who are on the SEN register in their transition to Secondary School.

This includes transfer review meetings between current class teachers, SENCO, Pastoral manager and members of the secondary school team to discuss the needs of the children with SEND.

Children are also able to meet members of staff from their new school.

The SENCo and Pastoral Team also support these children by including additional visits after the whole year day and weekly 'transition groups' to discuss any concerns or worries. This has resulted in more informed SEN students, helping them to build their confidence about the change.

Individual pupils with SEND

- If a child will be working with a new TA when they move to the next class, time is allocated for the adult to go into the existing class to work alongside the child so that they become familiar with them.
- Where necessary, social stories are also used to support pupils with upcoming changes in school.

How is transition supported for pupils with SEND?

A very comprehensive transition plan is put into place and used each year to assist pupils with SEND as we think that this is vital to achieve a smooth transition for all children, especially children with SEND.

We provide detailed information to a child's next school or in Year 6 when they transfer to Secondary schools.

This includes;

- Children with SEND reading pre prepared transition books in school and at home, which contain photographs of new staff working with them and the classroom environment.
- Children are also given the opportunity to meet their class teachers at additional times.

How do we work together with other agencies?

Our school also has access to other agencies such as ;

- Paediatricians (Snapdragons Centre).
- Educational Psychologist
- Medway Children's Therapy Team (Speech & language/ Occupational therapists)
- Play therapy Counsellor.
- Child Protection advisors
- Young Person's Wellbeing Service (formerly CAMHS)
- Autism Outreach Team at the Marlborough Centre.

- Bradfields Outreach Service.
- AAP (Attendance and Advisory Practitioner/ Welfare Officers).

How do we involve other bodies, including health and social services bodies, local authority and voluntary organisations in meeting the needs of our SEND pupils and families?

Our Governing body has engaged with the following bodies:

- an annual Service Level Agreement with the Educational Psychology service, Speech and language services and Occupation therapy service.
- access to Medway Council's Service Level Agreement with Physiotherapy services for children who meet their criteria for direct therapy.
- the Feeding clinic,
- School Nurse and Dietician.

Name and contact details for the SEN Co-ordinator & SEN Governor

Mrs Emma Cox
Schools telephone Number
01634 832578

Mrs Wendy Greatorex
School telephone number:
01634 832578

Who do I contact for further information:

Medway Local Offer is contacted on www.medway.co.uk

Medway Special Educational Needs and Disabilities Information Service (SENDIAS) provides free, impartial advice to, support and options around educational issues for parents of children with SEND. They support parents to play a more active and informed role in their child's education. They can be contacted on:

Medway SENDIAS
Family Action
5a New Road Avenue
Chatham ME4 6BB

Telephone: 01634 566 303

Email: medwaysendias@family-action.org.uk