

SEN Information Report 2018-19

This is the School's new information report about Special Educational Needs and Disabilities (SEND)

It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below.

The types of Special Educational Needs Provided for at St Michaels CE Primary School:

At St Michaels CE Primary School we aim to provide an inclusive environment where all pupils feel happy, included and make progress in all aspects of school life. We are happy to welcome pupils with any kind of SEND and work hard to make any reasonable adjustments to include both pupils and parents in our school.

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is "additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'

The SEN Code of Practice 2014 also explains that 'Special educational needs and provision can be considered as falling under four broad areas;

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children with SEN may have needs in more than one of these areas.

We currently provide for pupils with a variety of needs including: Autism, dyslexia, dyscalculia, dyspraxia, motor difficulties, speech and language difficulties and more.

How can I contact the SENCo

The SENCo is Mrs Kirsty Dyson. She can be contacted on 01302 868284 or via the schools email address: admin@st-michaels.doncaster.sch.uk

How do we identify children and young people with SEND

Through communicating regularly with parents, we hope to work together to identify any SEND early and take appropriate action to support pupils.

Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need.

At the same time, and again in consultation with parents, we are able to identify additional needs that a child may have and will seek out parental consent for referrals to outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Communication Team, CAMHS, Hearing Impaired Team, Visually Impairment Team, School Nursing, Physiotherapy and Occupational Therapy. These services can provide specialist assessments and programs of work for both parents and school to follow.

The SENCo and SLT strategically analyse data termly and provide targeted support and intervention and identify any potential SEN issues.

The SENCo and Learning Mentor work closely to ensure pupils with social and emotional difficulties are supported as well as meeting their learning needs. If needed referrals and support can also be sought from the Behaviour Support Team and local special schools outreach service.

If appropriate, the school will support parents and pupils, within a graduated response of need. If necessary, a statutory assessment maybe carried out, working towards developing an Education Health Care Plan.

How do we consult with Parents of children with SEN and involve them in their children's education

All parents of pupils with identified SEND will usually have a termly review with the SENCo, Class Teacher and any involved agencies. This helps to evaluate any intervention that has occurred and plan for the future. These meetings are usually held in school time but there is some flexibility to meet with the needs of parents.

Parents Consultation Meetings are held for all pupils in the autumn and spring terms.

Class teachers evaluate and share a child's SEN targets with them.

We also work closely with the Carers of Looked After Children and work closely with the relevant Local Authority in managing their provision and care. The lead contact for Looked After Children (LAC) is Mrs Sharon Stockdale.

How do we consult with children with SEN and include them in their Education.

Pupils are made aware of their individual SEN targets and are encouraged to work towards them across all aspects of school life. They are encouraged to reflect on the progress that they have made. Pupils on the SEND register complete a One Page Profile which allows them to communicate how best to support them with their learning these are reviewed regularly.

How do we assess and review the progress towards Outcomes agreed

Pupils on the SEND register will have either an Optimum Learning Plan or a SEN support plan. This is created in collaboration with the pupil, parents, class teacher and SENCo to identify the best ways to support the child and to set realistic targets and aspirations. It also records any particular needs or strategies that are effective in helping them; for example using a writing slope, a pencil grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above at the review meeting).

In addition to this, class teachers meet termly with the SLT to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term. These are called 'pupil progress meetings'.

How do we support transition arrangements for pupils

Pupils joining our school from other settings usually share their information with us and we will consult with parents and previous setting about any SEN provision required.

There is an additional 'enhanced transition' package for pupils who require it arranged with Rossington All Saints Academy (RASA) or the preferred secondary school. Many pupils access four additional transition sessions which occur in the summer term prior to the pupils beginning Secondary School. In addition to this, representatives from RASA are invited to attend the SEN reviews for pupils in Y6 and the Annual Reviews for pupils with an EHCP in Y5 and Y6.

The SENCO, Learning Mentor and class teachers all meet with representatives from the preferred secondary school and share any relevant information. We ensure that all records are passed on as soon as possible.

How do we approach the teaching of pupils with SEND.

In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in class. All teachers are teachers of children with special education needs.

Pupils with SEN are supported in a variety of ways including: differentiated activities tailored to their needs; support from the class teacher or teaching assistant; the use of specialist equipment; small group or individual interventions to achieve specific outcomes.

How do we adapt the curriculum and learning environment to suit pupils with SEND

The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEN.

Where appropriate, children may have access to special equipment including: pencil grips, writing slopes, reading filters, move 'n' sit cushions, personal visual timetables, personal workstations, specialist chairs and more.

The school building is fully accessible for wheelchairs and walking frames. Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school.

We ensure that we work closely with pupils, parents and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Visual or Hearing impairments.

Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places.

We have also been able to provide some quiet 'withdrawal' areas for pupils who need it. This is assessed on a needs basis as space is at a premium around school and the use of learning areas must be carefully timetabled to suit all learners.

How does the expertise and training of staff help support pupils with SEN and how do we secure specialist expertise?

All staff as part of their professional development receive training to assist in supporting pupils of all abilities. Specific staff have been trained in different interventions and in using technology to support pupils.

Teaching and support staff have been trained in teaching phonics and other 'in-house' training is used to develop the skills and expertise of others.

The school purchases time from the Educational Psychology Service (EPS) and the Autism Communication Team (ASCETS), Behaviour Support Service. We are also able to seek advice and support from the Specialist Provision Outreach service for children with more specific needs. We also use specialist advice and teachers from the Speech and Language Team, Visual Impairment Team and Hearing Impaired Team as required.

How do we evaluate the effectiveness of the provision for pupils with SEND

In addition to the review schedule, parent's consultation evenings, pupil progress meetings the school also continually reflects and reviews its own practice.

Class teachers routinely evaluate their teaching and the impact of strategies or interventions that have been used. Teachers and teaching assistants collaborate and work to provide the best support for all pupils. Where particular strategies are not working, further advice is sought from the SENCo or specialist services.

How are children enabled to engage in activities available with children who do not have SEN?

Pupils with SEN are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are

able to join certain clubs, but a child's SEN is not a factor that would affect their chances of participating.

Any SEN requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs, activities and visits including swimming and residential visits.

If required, individual risk assessment are completed and shared with those leading visits or activities.

How are pupils supported in their social and emotional development

We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school. We have a robust Safeguarding Policy in place and we follow National and LA Guidelines. Our school employs a full time Learning Mentor (Mrs Elaine Parkin) and she is able to provide a wide range of pastoral support. A range of support strategies are in place for pupils who need them including: 1:1 talk time, feelings books, friendship groups and more.

Pupils who present with Autistic Spectrum Disorder (ASD) attend Social Groups interventions if appropriate.

The school prides itself on working closely with families and other agencies to provide the best outcomes for pupils in their educational, social and emotional development.

The school council add to the development of the 'pupil voice' in school.

Where can I find more information

The School Website: <http://www.rossingtonstmichaelscofe.org.uk/>

The Local Offer: <http://www.doncaster.gov.uk/services/schools/local-offer-send>

The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office.

SEN INFORMATION REPORT

Kirsty Dyson

2018-19