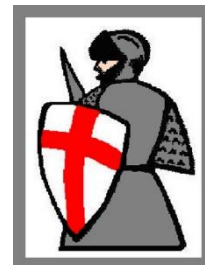


**Special Educational Needs and Disabilities School Information Report**  
**St Michael's Church of England Primary School Revised**  
**May 2019**



Local authorities are required to set out and publish a 'Local Offer'.

The Local Offer explains how the local authority will work with parents, schools and colleges, as well as other services such as Health and Wellbeing Boards. This is designed to encourage a more joined-up process when delivering services for children with special educational needs and disabilities. It also helps to make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

In terms of school provision, the Local Offer also describes what additional or different provision schools make for children with special educational needs and/or disabilities (SEND). Detailed below is information relating to our school's approach towards meeting the needs of children with SEND.

**What kind of special educational needs and disabilities [SEND] are provided for?**

- A pupil has SEND where their learning difficulty or disability calls for special educational provision that is provision different from, or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory and / or physical



**Learning Knows No Bounds**

## How will children with special educational needs and disabilities be identified and what sorts of assessments will be completed?

There are a number of different ways a pupil can be assessed and several of these are likely to be used in combination. The available methods include:

- Baseline tests – reading ages / spelling ages
- Teacher / LSA/SENCo identification through observation / marking /assessment/a 'gut instinct'
- Parental concerns
- Tracking of progress through intervention groups
- Target tracker analysis
- Screening Assessments e.g. speech and language screen
- Early Years baseline
- Informal and formal Literacy assessments, which may include standardised tests
- Informal and formal Maths assessments, which may include standardised tests
- Cognitive ability/underlying ability assessments
- Boxall Profile
- Strengths and Difficulties Questionnaire
- Provision guidance banding descriptors
- Pre-school assessments
- Therapists e.g. speech and language, occupational therapist, physiotherapist etc.
- Paediatrician
- Children with an Education Health and Care Plan (EHCP) already in place



### Who is responsible for the special educational needs and disabilities provision in school?

- All staff have a duty of care for all children within the school. The class teacher/s have day to day responsibility for SEND provision within their classroom. SEND provision across the school is monitored and developed by: Mrs Janice Marsh (FS/KS1 SENCo). Her contact details are: email – [jmarsh@stmichaelscofe.com](mailto:jmarsh@stmichaelscofe.com) telephone – 01376 344 866
- Mrs Anna Graham (KS2 SENCo). Her contact details are: email - [agraham@stmichaelscofe.com](mailto:agraham@stmichaelscofe.com) telephone - 01376 344 866
- The governor responsible for SEN is Mrs Jenny Keable
- The Lead Teaching Assistant is Mrs Sue Stafford

## What arrangements are there for consulting parents of children with special educational needs and disabilities and involving them in their child's education?

- *Formal*
  - Parent consultation meetings
  - Annual Review meeting for children with an EHCP
  - Person centred review meetings
  - One Planning
  - Transition meetings
  - Parent views e.g. questionnaires
  - Parent meetings with specialist teachers/ Educational Psychologist
- *Informal*
  - Discussion at the door
  - Communication books
  - Email/telephone calls



## What arrangements are there for consulting young people with special educational needs and disabilities and involving them in their education?

The following arrangements are in place for consulting and involving SEND young people in their education:

- One-page profile
- Pupil voice document
- Pupil questionnaires
- Conversation with:
  - Class Teacher
  - Learning Support Assistant [LSA]
  - Special Educational Needs Co-ordinator [SENCO]
- Progress review meetings
- Annual reviews for those with an EHCP

The form is titled 'Pupil Voice' in large blue letters. Below the title, there are fields for 'Name:' and 'Date:'. The form contains two questions, each with a 10-point scale. The first question is '1. I like coming to school.' and the second is '2. I feel good about myself.' Each question has a row of 10 smiley faces, with the first face being sad and the last being happy. The numbers 0 through 10 are written below the smiley faces.

## What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

The following arrangements and mechanisms are in place to enable assessment and review of young people's progress towards outcomes:

- One Planning
- Progress reviews
- Range of formal and informal assessments in school and by outside agencies
- Standardised assessment tests
- Pupil views
- Parent views
- Pupil progress meetings
- Tracking meetings
- Target Tracker / PiXL data
- Observations
- Person centred reviews



## **What arrangements are there for supporting children and young people in moving between phases of education?**

The following arrangements are available at different phases:

- *Pre-school to Foundation*
  - Home visits
  - Nursery visits
  - Team around the child [TAC] meetings
  - Welcome meetings
  - Tea and chat
  - School tours
  - Transition visits
  - Transition programme
  - Photo books
  - Liaison with pre-school SENCo
  
- *Foundation to Key Stage 1*
  - Transition programme
  - Welcome meetings to set out expectations
  - Move round days
  - Key Stage 1 teachers to visit Foundation children
  
- *Key Stage 1 – Key Stage 2*

As above plus:

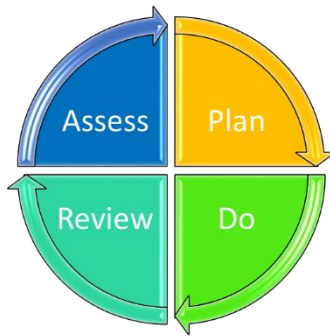
  - Transition programme
  - Transition visits
  - Liaison with SENCo
  
- *Key Stage 2 – Key Stage 3*

As above plus:

  - Extra visits to secondary schools
  - Year 5/6 taster days
  - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
  - Support for parents when visiting secondary schools
  - Year 7 children to visit to share their experiences
  - Secondary SENCo to visit children in primary school
  - Invitations for secondary school staff to attend Annual Review meetings and One Plan meetings
  
- *Moving between schools*
  - Liaison between SENCos
  - Paperwork to be forwarded as soon as possible
  - If children are from out of county, an EHCP to be re-written into the Essex Format
  - Meeting with the parent and child
  - Visits to school

## What is the approach to teaching children and young people with special educational needs and disabilities?

The follow underlines our approach to working with children with SEND.



- Assess (their needs), Plan (how to meet the needs), Do (implement the plan), Review (how effectively the children’s needs have been met).
- Quality first teaching
- SEN support which requires provision which is additional to and different from
- EHCP
- ‘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.’ Special Educational Needs and Disability Code of Practice 0-25 Paragraph 6.36
- Research based intervention programmes linked to Provision Guidance
- 1:1 support as identified through the Assess, Plan, Do, Review process and in consultation with parents
- Small group work
- Response to specialist outside agencies

## How are adaptations made to the curriculum and the learning environment of children and young people with special educational needs and disabilities?

- Changes and adaptations to the physical environment e.g.
  - Ramps to make the site accessible
  - Toilets adapted for disabled users
  - Double doors in some parts of the building
  - Lift
- Use of assistive technology
- Visual timetables
- Advice taken from specialist teachers
- Specialist resources
- Parent recommendations
- Personalised provision

See also Accessibility Plan, Disability Policy and Equality Policy

## What is the expertise and training of staff supporting children and young people with special educational needs and disabilities, including how specialist expertise is secured?

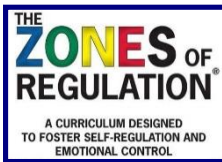
- All staff have received some training relating to SEND
- Staff attend various training programmes organised by the local authority
- KS2 SENCo is a qualified specialist teacher and assessor
- SENCos attend update meetings and ongoing continuous professional development
- All staff will receive specialist training when required and available, various members of staff have been trained in:



- Delivery of Early Talk Boost/Talk Boost (for speech and language)
- Elklan (for speech and language)
- Numicon Intervention (for maths)
- Working Together with Lego (for social and communication issues)
- 5 Minute Box and 5-minute Box 2 (literacy)
- Catch Up Literacy and Numeracy
- Catheterisation
- Hoisting (safe moving and assisting of children with physical impairment)
- Physiotherapy (appropriate exercise to assist children with physical impairment)
- Autism trained staff (techniques, strategies and practices for working with children with ASD)



- Precision Teaching (targeted improvements in specific areas including spelling, maths, and reading)
- Zones of Regulation (emotional and behavioural self-regulation)
- Step On (therapeutic approach to whole school behaviour management)



### Advice is sought from a range of outside agencies including:

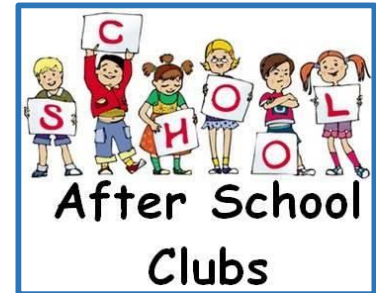
- Specialist Teacher Team
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Community Paediatrician

### How is the effectiveness of the provision given to children and young people with special educational needs and disabilities evaluated?

- Analyse School Performance [ASP]
- Fischer Family Trust [FFT]
- Target Tracker [TT]/PiXL data
- Pre-Key Stage 1 Standards
- Banding
- End of Key Stage statements
- Intervention reviews
- Annual Reviews
- Person Centred Reviews
- Parent views
- Pupil views
- Teacher reports
- Ofsted
- Termly reports to the Governing Body with an annual evaluation of the SEN Action Plan
- Annual school reports
- Exit data from interventions
- Reading and spelling ages
- If appropriate progress has been made, children may be removed from the SEND register

**How are children and young people with special educational needs and disabilities able to engage in activities available with children and young people in the school who do not have special educational needs?**

- General inclusion in activities / curriculum
- After school clubs
- Peer support
- Social skills groups
- Bubble groups
- School residential trips
- Adult support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Life skills
- Enrichment activities
- School council



**What support is there for improving emotional and social development?**

- Bubble groups
- Forest school
- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Social and Emotional Aspects of Learning [SEAL]
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-bullying and behaviour policies
- SMART Thinking
- Zones of Regulation

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and disabilities and supporting their families?**

Invitation to Team Around the Child / Team Around the Family meetings

- Open door policy
- Referrals as appropriate to:
  - General Practitioner (GP)
  - Moulsham Grange – Paediatrician/Occupational Therapist (OT)/Physiotherapist (PT)
  - Emotional Wellbeing and Mental Health Service (EWMHS)
  - Speech and Language Therapist (SALT)
  - Social Care
  - Educational Psychologist (EP)
  - Specialist Teacher Team (STT)

- Family Support to include: signposting to various parent support groups e.g.
  - Families in Focus / iEssex
  - Family Solutions
  - APEX/ARK parent support group
  - Play and Resource Centre (PARC)
  - Parent Partnership
  - Local Authority Offer
  
- All of the information here applies to children with special educational needs and disabilities, including those who are looked after by the local authority. Further information can be found on the Local Offer [www.essexlocaloffer.org](http://www.essexlocaloffer.org)
- This information should be read alongside the information provided by the local authority which can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

**What arrangements are in place for the handling of complaints from parents of children with special educational needs and disabilities at the school and how are these dealt with?**

- Please see school Complaints Policy and SEN Policy