

St Michael's Catholic Primary School



SEN Information Report

Sunderland Local Authority (LA) encourages all schools in Sunderland to have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The LA Local Offer

The children and Families Bill will become enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) ages 0-25. This is the 'Local Offer'. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Key Personnel responsible for SEND at St Michael's Catholic Primary School are:

Headteacher – Mr NW Reeson

SENDco – Mr A Olsen / Miss E Foster

SEND Governor Link – Alison McGeary

All can be contacted at school on 0191 5840542.

The following questions are designed to guide you through the SEND Information Report.

Q1: Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

- i) The Class Teacher – responsible for:
 - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Educational Needs Coordinator (SENDCo) know as necessary.
 - Writing Pupil Progress targets/Individual Support Plans (ISP's), and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on the school's provision map.
 - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

- ii) The SENDCo – responsible for:
 - Developing and reviewing the school's SEND Policy.
 - Coordinating all the support for children with special educational needs or disabilities.
 - Ensuring that you are a) Involved in supporting your child's learning b) Kept informed about the support your child is getting c) Involved in reviewing how they are doing.
 - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
 - Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's needs are kept.
 - Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school achieve the best progress possible.

- iii) The Head teacher – responsible for:
 - The day-to-day management of all aspects of the school, this includes the support for children with SEND.
 - The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
 - The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

- iv) The SEND Governor – responsible for:
 - Making sure that the necessary support is given for any child who attends the school, who has SEND.

Q2: What are the different types of support available for children with SEND in our school?

- i) Class teacher input via targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
 - Specific group work or Intervention which may be run in the classroom or outside by a teacher or a Teaching Assistant (TA).
- ii) Specialist groups run by outside agencies e.g., Speech and Language Therapy.

SEN Code of Practice 2014: School Support (SS) means a pupil has been identified by the SENDCo/Class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with hearing or visual needs)
- Outside agencies such as Education Psychology Service (EPS).

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support:

- iii) Specified Individual support.

This type of support is available for children whose learning needs are, severe, complex and lifelong.

- This is usually provided via an Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through QFT and intervention groups ('Including All Children' documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with visual or hearing need).
- Outside agencies such as Speech and Language Therapy (SALT).

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (following a multiagency meeting alongside the parents/carers to accumulate and share all the relevant information about your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved to attend a support planning meeting to accurately identify and plan to meet your child's specific needs. From this, an Education and Health Care Plan will be written which details the provision and support your child will receive.
- If they do not think your child needs this, they will ask school to continue with the current support.

- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual intervention programmes or run small groups including your child.

Q3: How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo and/or the Head teacher.
- The school SEND Governor can also be contacted for support.

Q4: How will the school let me know if they have any concerns about my child's learning in school?

- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.
- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.

Q5: How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Sunderland LA, includes money for supporting children with SEND.
- The Head teacher decides on the deployment of resources for SEND in consultation with the school governors, based on the needs in the school.
- The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, other children needing extra support and the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed.
- Schools identify the needs of their pupils on a school provision map for SEND pupils. All resources/training and support are reviewed regularly, and changes made as needed.

Q6: Who are the other people providing services to children with SEND in this school?

School Provision

- Teaching Assistants/High Level Teaching Assistants
- Attendance Officer
- Behaviour Support Teams School Based Counsellor (The Road Centre)
- Educational Psychologist

Local Authority Provision delivered in school

- Autism Outreach Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Language and Learning Service
- Parent Partnership Service

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- CAMHs/CYPS
- Other medical professionals e.g., diabetic nurse

Q7: How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes while school training of SEND issues for example, Autism Spectrum Disorder (ASD), mental wellbeing.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism Outreach Team (AOT).

Q8: How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups as and when appropriate.
- Planning and teaching will be adapted if needed to meet your child's learning needs.

Q9: How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress reviewed formally every term in reading, writing and maths.
- If your child is in Year 1 or above, additional assessments can be used, which shows their attainment in more detail.
- At the end of each Key Stage (Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have an ISP which will be reviewed regularly, and a future plan made.
- The progress of children with an ECHP is formally reviewed at an Annual Review Meeting with all adults involved with the child's education.
- The SENDCo will also monitor and track your child's progress at termly pupil progress meetings held with the class teacher.

Q10: What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/ISP's may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Q11: How is St Michael's Catholic Primary School accessible to children with SEND?

- The building is on one level.
- It was built in 2000 as is accessible friendly with wider double doors.
- The school has a toilet with 'disabled' access.
- We ensure, wherever reasonably possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is available to all children including those with SEND. A Code of Conduct applies.

- Extracurricular activities are available for children with SEND. A Code of Conduct applies.

Q12: How will we support your child when they are leaving this school or moving on to another class?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
 - i) If your child is moving to another school:
 - o We will contact the school SENDCo and ensure they are aware of any special arrangements or support that need to be made for your child.
 - o We will make sure that all records about your child are passed on as soon as possible.
 - ii) When moving classes in school:
 - o Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. ISP's will be shared with the new teacher.
 - o A transition plan will be implemented if necessary. This may include visits to the new classroom and working with the new teacher for short periods.
 - iii) In Year 6:
 - o The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
 - o Your child will take part in the usual transition programme for all pupils.
 - o An individualised transition plan will be implemented if necessary.
 - o Your child's individual SEN file will be passed on to their secondary school.

Q13: Who can I have a complaint?

- Initial contact can be made with school by contacting the school office or email.
- Our complaints policy is also available on our school website.