



## SEN Information Report

### St Michael's Mission Statement

*Enabling every child to flourish as a child of God*

St Michael's core value is respect and this underpins everything we do. We are an inclusive school that offers a broad and rich curriculum. All children experience quality first teaching and are included in all aspects of learning and school life. Pupils who have been identified as having barriers to learning, will have the necessary interventions put in place for them.

### Definition of Special Educational Needs and Disability (SEND)

The Code of Practice (2015), states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

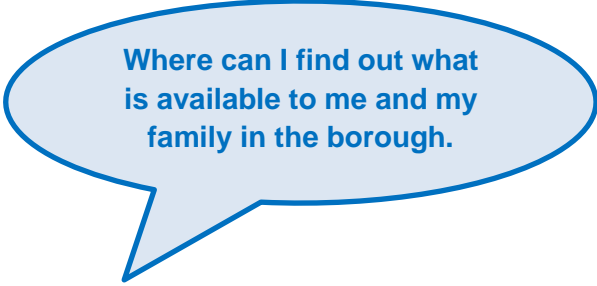
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

What kinds of SEN are provided for?

The four areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Pupils with additional needs take part in all activities within the school and are encouraged to reach their full potential.




**Where can I find out what is available to me and my family in the borough.**

As a school we offer a range of interventions known as our local offer. Lewisham Local Authority has also published its own local offer which can be accessed on the link below.

The intention of the local offer is to improve choice and transparency for families. All schools are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible by the LA and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

<http://www.localoffer.lewisham.gov.uk/>



**Who should I contact about my child's additional needs?**

If your child already attends St Michael's, the first contact will be with your child's class teacher who is responsible for the progress of your child and identifying , planning and delivering any additional help your child may need. If their progress after a period of monitoring is still causing concern then staff will refer your child to the Inclusion Manager.

At St Michael's our inclusion Manager is Ms Eunice Asante. The SEN Governor and Inclusion Manager can both be contacted via the school office.

**How will my child and I be involved?**

Parents will formally meet with the class teacher three times a year during target setting and parents' evenings. Communication is key, therefore teachers may make contact with parents when necessary and likewise parents can make contact with the class teacher if required.

Parents of children with EHCPs will meet with the class teacher, the Inclusion Manager and any other additional adults involved in supporting their child's learning once a term. There will also be an annual review at the end of the year to discuss progress and plan next steps. Children will be involved in parts of the meeting and share their views through their personal profile.

If outside agencies are involved in supporting your child's learning you will also be part of a consultation meeting to plan the support the needs of your child.

Pupils will be supported when there are significant changes to their learning for example change of phase group or transition to Secondary school.

Parents are welcome to contact the Inclusion Manager if they have any concerns or require advice.

**How will the curriculum be matched to my child's needs?**

All children have access to quality first teaching and teachers have high expectations for all children. Teaching and learning in classrooms is underpinned by this policy and work is differentiated to meet the needs of all children. The class teacher will make provision for your child.

This may include:

- Differentiated tasks to match the child's ability
- Adult support during lesson time
- Different learning materials or special equipment and relevant changes to learning environment

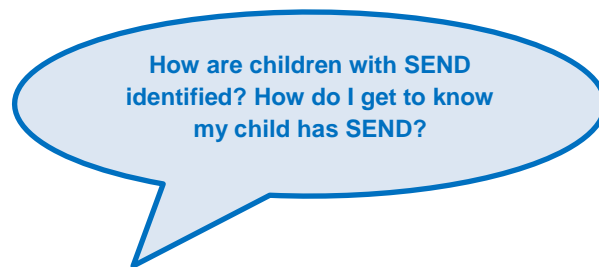
- An intervention which will be either in a small group or individual support, either in or out of the classroom; this is reviewed regularly to monitor progress and effectiveness
- Additional adult time to plan and implement the intervention and to monitor its effectiveness.
- Putting in place specific strategies (which may be suggested by the Inclusion Manager or external agencies) to enable your child to access the curriculum.

Every effort is made to ensure that children are included with their peers for as much as possible. When they are withdrawn from the class for additional support, care is taken to ensure each child has access to the full curriculum.

St Michael's can access the following services for additional support, advice and assessments: Educational Psychologist, Outreach Behaviour support, Occupational therapists, Speech and language therapists, Health visitors, School Nurses, and other relevant professionals.

The Inclusion Manager will make appropriate referrals to support the child's needs, in liaison with the family, and will continue to liaise with outside agencies where an assessment has indicated a need.

Kagan learning style is a strategy used at St Michael's to enhance the children's engagement in their own learning and to give the children an opportunity to learn in mixed ability groups. Children are encouraged to reflect on their learning by talking and working with learning partners and/or small groups. They are also given opportunity to mark their work with peers, discussing next steps in their learning, which enhances their progress and helps them to be independent.



If your child has an identified SEND before they start their education at our school we will make contact with the relevant people to ensure we are fully informed about their identified need and to plan the SEND provision in our school setting. If parents or staff express concerns about your child's learning and development we will take action, which will start with an observation to assess the child's understanding and to see how they are doing in class. Following the observation may use tests to identify what may be causing learning needs. We will meet with you to share views, discuss further strategies and support.

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

If your child has been identified as having specific barriers where they are still not making appropriate progress despite quality first teaching, specific strategies implemented to support the child's learning and intervention groups then:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- Referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by filling out a CAF form and referring it to Lewisham Early Help Team
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Occupational Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate



This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by a panel of professionals in the local authority as having an exceptional high level of need and therefore needs additional funding to provide additional support in school.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

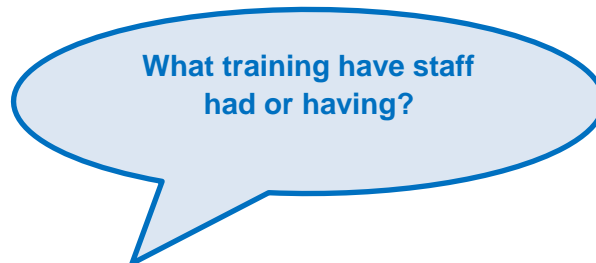
For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care 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' (with a lot of information about your child, including some from you), 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 with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline 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 programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

**Although assessments are completed, this does not always result in the creation of an EHCP.**

What other support is available in school for my child?

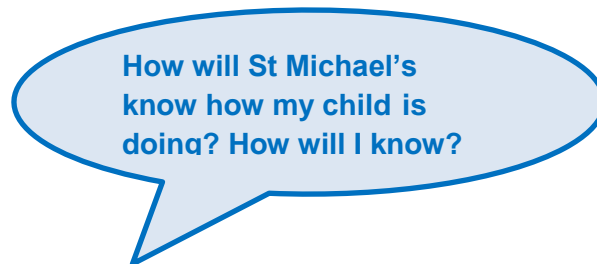
Our Learning Mentors are targeted to support children who find aspects of break times difficult, they ensure children are engaged with activities and are safe. When children are finding social aspects of school difficult we aim to support and develop confidence and self-esteem.



In order to keep up to date with current legislation and changes in practice, the SENCO will attend regular forums at the Local Education Authority. The Inclusion Manager is also currently working towards the National Award of Special Educational Needs Coordination.

We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.



At St Michael's Primary School your child's progress is continually monitored by their class teacher, the Inclusion Team and the Leadership Team. His/her progress will be reviewed by all the professionals involved in the child's learning in a formal meeting at least once a half term. This meeting will also be the platform to review and plan interventions, setting targets and discussing effective strategies to be used to raise attainment. The Leadership Team will also check books and complete lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).

Children identified as having SEND will have their assessment needs met by determining which access arrangements best suit the needs of your child. This may include:

- Using a different space
- Additional time
- Having a scribe
- Breakout time-breaks
- 1:1 adult support

Where necessary, children will have an additional support plan based on targets agreed by teachers, parents, the Inclusion Leader and/ or external agencies, which will be specific to their individual needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

For all children with a statement of special educational needs or an education, health and care plan, an annual review will take place with all adults and relevant professionals involved with the child to formally review the needs and current level of support they are receiving. The Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

Parents evenings will still take place every term to enable parents to discuss progress and school experiences with their child's class teacher. If requested the SENCO can also attend. You will also receive a report at the end of the year.

The Inclusion Manager also has an open door policy, and will endeavour to see parents as soon as possible if an appointment is requested. Contact can also be made via by telephone where you can choose to be transferred straight through to the Inclusion Team.

**How accessible is the environment?**

Health Care plans to ensure medical and health needs are met are put into place as required, and reviewed regularly.



There are wider doors in some areas of the school.

There are accessible toilets within the school.

Ramps are used when the height alters from one area to another.

The Accessibility plan is regularly reviewed by the Head of School and Governors.

Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities. For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available. We have a variety of equipment to support learning needs and any further resources can be sourced by the Inclusion Manager.

**How will my child be prepared and supported during transition?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

**If joining from another school:**

- You will be able to visit our school and meet with class teacher and Inclusion Manager
- A transition booklet will be given if necessary to familiarise your child with the environment and adults involved in their learning
- The school will make contact with the previous school
- The Inclusion Leader will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.

**If your child is moving to another school:**

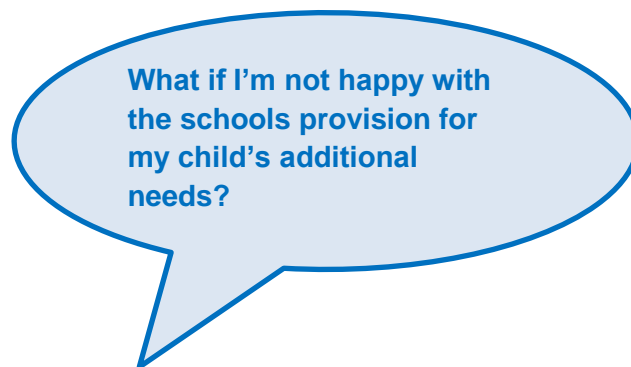
- We will contact the school's Inclusion Leader and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

- 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.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

**In Year 6:**

- The Inclusion Manager and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school at the SENCO Primary Secondary Meeting.
  - Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
  - Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.



Depending on the nature of your concern, you may wish to come in and talk to us, please approach: Class Teacher, Inclusion Manager, Deputy Head or Head Teacher. If you remain concerned please follow the school's formal complaints procedure.

If you have any further questions then contact the school and we will be more than happy to help you. Tel: 020 8778 8407