SEN Information Report- St Michael's Primary School - 2017

Frequently Asked Questions:

1. **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

A child will be identified as having special needs if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. There are four broad areas of need:

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

- Immaturity can play a significant role which means in the early years all children will be monitored closely but may not be identified as having a special need until they are older.

- If the gap widens between the individual and their peers, the class teacher will highlight the child as having a special need and they will be given extra support in an identified area. The child will be added to the school SEN (Special Educational Needs) register. This will mean that they attend an intervention group for extra targeted support with other children in the first instance. These children will then be referred to as receiving ***SEN Support.***

- SEN Support in Schools must be individualised, specific and demonstrate a more graduated response to needs. At this stage the child will be included in class provision maps which outline the support which is different from normal quality first teaching and allocated to individuals. This support will then be monitored closely.

- If a child attends an intervention group that has been seen to have been successful and has closed the gap in learning, they may then be taken off the SEN register. These children will then continue to be monitored by the class teacher.

Involving Specialists

- Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are related to the pupil's area of need, the school might then consider involving specialists. This could be the case if the child has speech and language needs or behavioural difficulties. In some more complex cases, an educational psychologist may be called in to give specific feedback on particular gaps in learning.

- Where an outside agency has been called upon to assess a child, a report will be compiled and specific targets will be written. The child will then work on their specific targets with an adult for a specific amount of time each week.

Requesting an Education, Health and Care Assessment

- Where there is still little or no progress over a sustained period or where a child continues to work at a level which is substantially below those expected of pupils of a similar age, the school may then consider requesting an Education Heath and Care Assessment by the local authority.

- The local authority will then meet to look at all of the evidence provided by the school and this may then form the basis of an Education and Health Care plan (from September 2014). Should the child be granted an EHC Plan, the child will then be given specific targets to work on and an appropriate level of 1:1 adult support will be provided.

- The local authority may agree that a child may need more than 15 hours per week 1:1 support in order to aid their inclusion. Should this be the case, a child may have between 15 and 32 hours per week of full time support, funded by the local authority.

Parental involvement

- If your child has a diagnosis or a specific learning need when they enter Reception in September please make our reception teacher Mrs Hitchman aware and pass on any relevant documentation that you have received from doctors or other professionals.

- If you feel that your child has a need that has not been identified by the class teacher, please make an appointment to come in and discuss your concerns. We can then discuss our assessments with you and see if your child is working at age appropriate levels. Sometimes a learning delay could be a result of immaturity and therefore school may take the decision to monitor the child before putting them on the SEN register.

2. How will school staff support my child and how will it communicate to all staff that my child has special education needs or a disability and the support he or she will need?

- Once a child has been identified as having a specific special need, as highlighted in section one) they will be added to the school SEN register, and will be referred to as receiving SEN Support.
- Where more specific learning difficulties have been identified and confirmed by an outside agency, some children may then be given an *Education and Healthcare Plan* by the local authority (should the school be able to provide evidence that a child will need more than 15 hours 1:1

support). This plan will follow the child until they reach the age of 25 if necessary.

- The local authority, class teacher, special needs coordinator (SENCo) Jo Wilton and any identified professionals will oversee and write the EHC Plan and facilitate extra support for the child which is different from the normal differentiated learning that the child receives in class. The class teacher will be responsible for writing and reviewing targets and the SENCo will have overall responsibility to ensure that the plan is maintained and that details are passed on when the child changes class or leaves for another school.

- Should your child need an EHC Plan, you will be called into school by the class teacher and SENCo and asked to contribute to the plan by giving parental view. Once the plan has been formally written, you will be called in three times per year once targets have been reviewed and new ones set. You can of course make an appointment to discuss the EHC plan at any time should you have a query/concern.

- The EHC plan will also include "pupil voice", with all pupils being asked to contribute towards their targets.

- All class teachers are aware of the pupils on the SEN register in their classes and of their levels of support/need.

- The school SEN Governor, Leslie Graty, will have regular meetings with Jo Wilton (SENCo) and will be made aware of all children on the SEN register, their needs and their progress towards their targets. Targets will be formally reviewed up to six times per year by all staff working alongside the child and the impact of intervention sessions will be monitored closely by Jo Wilton to check that progress is being made.

- An outside agency may recommend specific interventions that are known to be effective for an identified area of need, or, where no recommendation has been made, the school SENCo will be able to advise on the most successful interventions to use based on close monitoring and evaluation of specific interventions over the last few years.

3. How will the curriculum be matched to my child's/young person's needs?

- The class teacher, through quality first teaching, will ensure that the needs of all learners within one class are appropriately catered for and that lessons provide enough challenge for all groups of learners through differentiated activities.

- Where it has been decided that the needs of an individual cannot be fully met by differentiated learning within the classroom setting, the child will take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling,

reading, and comprehension, certain areas of maths or speech and language.

- Should a child not respond to these sessions, or where their need cannot be appropriately supported through intervention groups, a referral to an outside agency will be made.

4. How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

- Rather than formal parent consultation evenings, parents of a child with an EHC Plan will be called into school on a more regular basis to receive feedback on their child's specific area of need. These meetings could involve the child's teaching assistant, class teacher, or the SENCo. This will take the form of frequent informal meetings and longer meetings three times a year to discuss progress towards individual targets and a more formal annual review meeting to which all parties involved in the child's learning will be invited.

- This annual review meeting will involve the class teacher, SENCo, parents, a representative from the local authority and any specific professionals involved with the child such as speech and language therapists, educational psychologists, physio therapists, social workers, school nurses etc. At this meeting new targets for the coming year will be written once all parties have had a chance to air their views and feed back to the group.

- The class teacher will monitor the progress of all children in line with age related expectations and will identify any child that appears to making slower than average progress. To this end, a child with identified SEN will have their progress monitored in the same way. The class teacher will make sure that all children make progress that is appropriate for them, this progress may not be in line with their peer group, however they will be closely monitored to check that they are progressing towards age appropriate levels.

- Where a child appears to not be making appropriate progress, targeted support will be put in place.

- Intervention groups will be run by a variety of professionals including teaching assistants, class teachers, additional intervention teachers, speech and language professionals, play therapists etc. Jo Wilton as SENCo will monitor the effectiveness of these groups and ensure that progress is being made towards individual targets.

- Parents will be made aware of rates of progress and expectations at parental consultation evenings, through annual school reports and through more regular meetings should a child have an EHC plan. Advice will be given on how parents can support their child's learning at home.

- It is vital that parents and school are in regular contact, this could be through a home/school book or in person.

- Please feel free to make an appointment at any time with your child's class teacher and/or the SENCo to discuss any concerns that you may have.

- Occasionally the local authority provide parental training sessions or learning events on a specific area of need such as ADHD/ Autism/ Selective mutism etc. Jo Wilton will pass on details to parents should this be appropriate.

5. **What support will there be for my child's/young person's overall well-being?**

Medications:

- Please inform the school if your child has a specific medical need. It is the responsibility of the parents to provide the school with any necessary medication. Parents must ensure that medication kept in school is within date and that school is informed immediately should there be any changes.

- Should a child need medication to manage a condition such as ADHD, epilepsy, diabetes, asthma or anaphylaxis, a health care plan facilitated by the school nurse will be provided for the school and necessary training to deliver the medication will be provided by the necessary professional. School staff will be trained to administer medication where appropriate.

- All staff will be made fully aware of the child's condition through medical awareness posters that will be clearly displayed around the school. The poster will provide details of the child's condition, a photograph of the child and advice on what to do should there be an emergency. Parents will be contacted immediately should an emergency occur.

- Where a child will need medication, a medical disclaimer form will need to be signed by parents/carers.

- Should a child have a physical disability and need to receive regular physio therapy, this can be arranged through the school SENCo as part of their EHC plan.

- Special equipment for disabled children can be provided by the local authority where necessary.

- Where identified, hydro therapy and swimming can be arranged as we have links with New Siblands special school. Transport can be arranged to and from external venues should the need arise.

- Should a child need a reduced time table in order to receive additional therapy, this can be discussed as part of the initial EHC plan meeting.

Pastoral and Social Support.

- As part of the weekly curriculum, the children will cover Personal, Social, Health, and Moral education through PSHE and SEAL (Social and Emotional Aspects of Learning) lessons. These lessons will cover managing feelings, friendships, worry, coping with change, dealing with other people, grief, loss and working towards goals. It will also cover aspects of safety such as sun safety and road safety.

- Where a child's needs cannot be met through these lessons, a range of professionals may be commissioned to support the child. They may be put forward for sessions with our play therapist, Jan Churchill, who can be commissioned to come in and work through specific areas of difficulty through play-based activities.

- We can also offer the support of our Parent Support Advisor, Chris Cranney, who will work with families to offer support with specific issues such as bedtime routine, emotional support etc.

- In some cases a child may be referred to the Child Adolescent Health service (CAMHS) for further assessment.

- In some cases families can be referred to the FISS Service who will support families for an allotted amount of time.

Behavioural Issues

- Class teachers are trained to deal with low level disruption and mild behavioural issues but should a child present more challenging behaviour, the school will follow the agreed behaviour policy (on School website).

- Parents will be made aware that their child is disrupting lessons or displaying disruptive/abusive behaviour and small periods of exclusion (within school or away from school) may be necessary.

- Occasionally a referral to the Behaviour Support Service may be necessary. Should this be the case, Jo Wilton will make the referral to the Behaviour Support Team who come into school to carry out assessments and make recommendations for support. A child may be given an EHC plan should they have behavioural issues with specific targets to work on.

- The class teacher and allocated teaching assistant will work with the child on their targets within class or through 1:1 sessions away from class.

6. **What specialist services and expertise are available at or accessed by the school/ and how do you all work together?**

- Jo Wilton is a qualified SENCo and will be the next point of contact after the class teacher should a child be identified as causing concern.

- School are able to provide a wide range of interventions to help with specific areas of learning. These interventions are carried out by qualified teaching assistants.

- Should school need further support/advice on an area of need, Jo Wilton can make an appropriate referral to a specific service within the local authority. These services include:

- Inclusion Support Service
- Behaviour support
- SEN Section.
- ASD (Autistic spectrum disorder) Support
- Physio Therapy Services
- Occupational Therapy
- Social Services
- Play Therapist
- Speech and Language/ fluency specialists
- EMTAS (English as an additional language) support
- FISS (Family ??????)
- Parent Support Advisor (Chris Cranney)
- School Health Nurse (Angela Gardner)
- Educational Psychology Service
- Visual Impairment team
- The Supportive Parents Team
- CAMHS (Child Adolescent Mental Health Service)

7. What training has the staff supporting children and young people with SEND had or are they having?

- Jo Wilton is a fully qualified Special Educational Needs Coordinator and has gained the National Award in Special Educational Needs Coordination. As part of this role The SENCo attends the annual SEN conference to keep abreast of the latest developments, and local cluster meetings with other local SENCos. Through these meetings we have developed a list of contacts we can seek advice from.

- All teaching assistants working with SEN children have been trained to carry out their selected literacy and numeracy interventions. Many TAs have also been trained to deliver speech and language interventions, manual handling, behaviour management, autism and ADHD.

8. How will my child/young person be included in activities outside the classroom including school trips?

- Your child's special educational /medical need will be taken into account when planning school trips/ camps. Staff will modify activities to include all children; however, it may be necessary to give children a different learning

experience to their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken.

- Appropriate numbers of staff will accompany children depending on their age and any special educational need within the class.

- Should a child have an identified need, parents will be contacted to accompany their child on the trip if appropriate.

- Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp.

9. How accessible is the setting/school/college environment?

- St Michaels Primary School is fully accessible by wheelchair and is all on one level. One of our Elliott classrooms has a ramp to the door. Two Elliott classrooms do not have ramps but cohorts of children can be moved to accessible classrooms should they be due to be taught in one of these two freestanding classrooms.

- The school has three disabled toilets. The local authority may provide all necessary toileting equipment, tailored for specific individuals.

- Should a child have a visual impairment, the local authority may provide visual aids such as magnifiers, books with enlarged print, personal ipads, visualisers etc.

- The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the central school budget.

10. How will the school prepare and support my child to join the school transfer to a new setting?

- Our Year six teacher, Miss Burns, will prepare the Year six children for their transition to secondary school and will be in touch with the teachers/ SENCo there to discuss individual children should this be necessary.

- As a parent you are also welcome to contact your chosen secondary provider and discuss any concerns you may have.

- Should a child with SEN need an enhanced transition to secondary school, this will be arranged by Jo Wilton in the first instance. Jo Wilton has links with Victoria Burt, SENCo at The Ridings Federation Winterbourne International Academy and an earlier, more detailed induction process can be arranged. This can also be arranged for other secondary schools if

necessary. This could involve an initial meeting with parents and then several sessions in which the child can visit the school and familiarise themselves with the surroundings.

- Occasionally, it may be felt that a child's special educational need may not be able to be fully met at St Michaels, or that an alternative, more specialised secondary placement should be sought. In this case, in consultation with parents and the local authority, the most suitable alternative educational setting will be discussed and visits can be arranged.

- Alternative providers may need to carry out their own assessments to ascertain if their setting will be the most appropriate for a child's needs.

- Should a child with SEN transfer to an alternative setting, all records and paperwork will be sent on with them.

11. How are the school's resources allocated and matched to children's special educational needs?

- The head teacher, in discussion with Governors will identify expenditure for SEN resources when planning the next year's budget. Expenditure could entail appointment of staff, covering the cost of release of staff from classroom duties, buying educational or medical equipment or the modification of the school environment for those children with physical disabilities.

- Occasionally, a statutory assessment panel from the local authority may allocate further funds to purchase specialist equipment.

12. How is the decision made about what type and how much support my child/young person will receive?

- In order to receive extra support, a child must be identified as working at a level which is significantly behind their peers, or by making very slow progress. In the first instance, where a particular need has been identified, children will receive extra support in a small group of no more than eight children with one adult. These extra group sessions may run 2-3 times per week and may last for a fixed period of one term dependent on the level of support needed. Some intervention groups run for longer periods. Some children may only need a certain intervention for a term. They will be facilitated by teacher assistants, teachers or specialists.

- Occasionally, especially when a child has received an assessment by an outside agency, they may be given individual targets to work on. This will mean that the child may receive 1:1 support from a teaching assistant daily. These 1:1 sessions tend to last for 20 minutes per day and tend to focus on reading or aspects of maths.

- Occasionally, a child may be falling so far behind, or their behavioural issues may be such that school feel that a child would benefit from more individual support than we are able to provide due to budget restrictions. In this case, school will gather evidence around a child, as well as consulting with parents, and will be referred to the Local Authority where an Education, Health and Care assessment will be made. The local authority may agree to additional funding. If the decision is yes, an Education and Healthcare Plan is then written and the local authority will agree on how many hours of support they feel the child should receive from an extra adult. They will fund support beyond 15 hours per week. Sometimes the panel agree that the child needs full time support, this can amount to up to 32 hours per week. Parents will be kept informed at all stages of the decision making process.

- Jo Wilton is then responsible for assessing the impact that any level of support or intervention group is having on the child involved. Alongside parents, Jo will review an EHC Plan annually and contact the local authority to state whether support should be increased, maintained or ceased.

13. How are parents involved in the school? How can I be involved? How will you build on your equal partnerships with parent carers?

- As a parent, you will be kept informed of all aspects of the decision making process surrounding a child with SEN. You will be updated through both formal and informal meetings with your child's teacher, through annual written reports, parent consultation evenings and more frequent meetings should your child have an EHC Plan.

- At every stage you will be asked to contribute towards any decisions that are being made about your child's education. You may be asked to provide verbal or written contributions that may be sent to the local authority should the need arise.

- St Michael's staff are friendly and approachable. Your feedback and concerns are important as your knowledge is valuable in helping us support your child in school. This partnership will allow your child to achieve.

- As a school we pride ourselves on listening and responding to the needs of parents. Every other term we hold a parents forum in which parents are welcome to come along and discuss any issues or to make suggestions. You are of course welcome to come in and discuss any issues you may have. Please contact the office and make an appointment with your child's teacher.

14. Who can I contact for further information?

- Your first point of contact should always be your child's teacher or Adrian Vye, the Head teacher should this be deemed appropriate.

- If you would like to discuss a school related issue with a professional outside of school, you can contact Supportive Parents, details of which can be obtained through school. You can also access the Parent Support Advisor, (PSA) Chris Cranney who will be happy to discuss any issues.

- For links to local charities and support groups please go to 1bigdatabase.org.uk

- For medical needs your first point of contact should be your GP or health visitor.

- You may like to contact the school governors with any concerns or queries you may have.

Children who are new to the school:

- If your child has SEN and you are considering whether they should join St Michaels, please contact Jo Wilton, SEN coordinator, who will be able to further discuss what we can provide for your child. Alternatively you can contact the head teacher, Adrian Vye.

- If your child has a special need that has been identified in their preschool setting, Mrs Hitchman, our reception teacher will liaise with staff there to ensure a smooth transition. You are welcome to phone and speak with Mrs Hitchman should you have an issue regarding a child that will be new to Reception.

- You can access the south Gloucestershire Council website to find out information on local support groups. http://www.southglos.gov.uk

- For further information, you can find South Gloucestershire council's Local offer here:

www.southglos.gov.uk/localoffer

Reviewed and agreed by Governors - 2017