

St Michael & All Angels CE Primary

SEN Local Offer 2016-17

Regulation 3 Special Educational Needs and Disability (information) Regulations (2014)

School Contact Details

St Michael & All Angels CE Primary School
Brookside, Rearsby, Leicester. LE7 4YB

Telephone number: 01664 424453

Twitter Account: @stmichaelsch

Specialism: Primary

Website: www.stmichaels.leics.sch.uk

Age Range of students: 4-11 years

Head Teacher's Contact Details

Name	Mr Neil Bardsley
Email address	head@stmichaels.leics.sch.uk
Telephone number	01664 424453

Inspection Details

Date of last inspection	12 Nov 2008
Outcome of last inspection	Outstanding

School Information

Do you have a specialist designated unit / additional learning support department? No

Total number of students with special educational needs and disabilities: 14

Total number of students receiving additional learning support: 14

Broad areas of need that are supported:

Communication and Interaction Cognition and learning Social, Emotional and Mental Health difficulties
Sensory and/or Physical needs

SEND Experience:

Cochlear implant Dyslexia EPI Pen Hearing Impairment/difficulties Makaton Speech and language therapy (SaLT)

SEND accessible services/approaches:

Disabled Access Special Diet

Areas of support and experience you currently offer to meet needs of children and young people with SEND:

At St Michael and All Angels we believe in inclusion for all. Children may have SEN identified in one of 4 areas:

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

The school will endeavour to cater for all children who have SEN requirements.

Policies we have for the identification and assessment of pupils with special educational needs and disabilities:

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages and other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns.
- tracking individual children's progress over time.
- liaison with feeder nurseries on transfer.
- information from previous schools.
- information from other services, eg, health professionals.
- maintaining a provision map for all vulnerable learners, but which clearly identifies pupils receiving additional SEN support from the school's budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and the SENCO.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- involving an external agency where it is suspected that a special educational need is significant.

We have a Special Educational Needs Policy which can be accessed by going to:

http://www.stmichaels.leics.sch.uk/uploads/6/4/3/1/64311987/sen_policy_sept_2016.pdf

How we evaluate the effectiveness of our provisions for these pupils:

Through a variety of ways; Annual Review, Individual Education Plan review meetings each term, termly data collection, amount of targets successfully achieved and impact of intervention/support given.

Arrangements for assessing and reviewing the progress of these pupils:

Parents/carers, pupils and staff are involved in reviewing the impact of the provision for pupils with SEN. We follow the "assess, plan, do, review" model and ensure that parents/carers and children are involved in each step. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. A review meeting with all relevant stakeholders is held once a term where progress towards targets and next steps are evaluated. If a learner has an Education Health and Care plan (EHC plan) the plan will be formally reviewed annually.

The head and SENCO monitor the amount of targets being met and the impact the IEP has had on the pupil's progress.

Our approach to teaching these pupils:

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils;

- Teachers differentiate work as part of quality first teaching.
- Wave 1,2,3 interventions.
- Other small group withdrawal.
- Individual class support / individual withdrawal.
- Further differentiation of resources.
- Homework/learning support club.
- Outside agencies.
- One to one support worker.

How we will adapt the curriculum and learning environment for these pupils, enabling them to engage in activities available to their peers without SEND:

Depending on the requirement of the special educational need, the school will always endeavour to ensure that all children with SEN are included in all curriculum areas. If a child is not able to access part of the curriculum the school will endeavour to either adapt the curriculum or the learning environment in order to accommodate the child. The school will liaise closely with parents and external agencies to ensure that the learning environment is fit for purpose. The children have the opportunity to join in all extra-curricular activities, such as Art Club, Netball, Football, Rounders, New Age Kurling Clubs, Chess/Draughts Club, Gardening Club etc.

How we will provide additional support to aid the learning of these pupils:

For children who receive an EHC plan the school will provide support as stated within the plan, for example, a one- to-one support worker for a certain amount of hours.

For all other children who have SEN requirements they will be taken out of class a couple of times a week to be given one-to-one provision specific to the IEP targets for that child.

Activities that are available for these pupils, in addition to those available in accordance with the curriculum:

Motor skills group
Free writing group
Speech and Language activities
Social and emotional interventions/programmes
Spelling and maths ICT software
Fun Fit – core strength

Support that is available for improving the emotional and social development of these pupils?

Each class teaches PHSE each week. As well as this the school also has a range of strategies including: Talk time with a member of staff, worry/concern boxes, anti-bullying reps, social and emotional intervention programmes, friendship buddies and counselling if necessary.

Special Educational Needs or Disabilities (SEND) Contact Details:

Title:	SEN co-ordinator
Name:	Mr Neil Bardsley & Ms Katie Farrah
Telephone:	01664 424453
E-Mail Address:	head@stmichaels.leics.sch.uk

How we would support a parent/carer with a concern or a young person who was worried about their learning:

Through regular meetings with parents (open door policy), support through external agencies, testing to diagnose/exclude possible learning difficulties and signpost to community support groups.

Expertise and training staff have in relation to these pupils and how this specialist expertise is secured:

Staff are trained in accordance with the needs of the child. Recent training has included dyslexia awareness, supporting children with hearing difficulties, autism training, Team Teach and Fun Fit training. Staff regularly attend SENCO meetings to ensure that they are up to date with SEN matters. The school has a visiting SENCO six times a year to offer support and advice. The school also has excellent links with Educational Psychology, Speech and Language and the Special Needs Teaching Services.

How equipment and facilities, to support these pupils, will be secured:

St Michael & All Angels receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

Arrangements for consulting parents/carers of these pupils about, and involving them in, the education of their child:

When a teacher has gathered enough evidence to suggest that a child has SEN requirements or if parents approach the school regarding their child with SEN, both the teacher and the SENCO will arrange an initial meeting with parents/carers to discuss the best strategies needed for the child. An IEP (Individual Educational Plan) will be set up in conjunction with the parents/carers and child. The IEP is reviewed with the parents and child at the end of each term.

Parents/carers are also encouraged to speak to external agencies such as Speech and Language therapists, so that the parent has a clear understanding of how they and the school can support their child.

Our arrangements for consulting young people with special educational needs about, and involving them in, their education:

Children with SEN are involved in reviewing their targets at the end of each term.

Arrangements that are made by the governing body, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at our school:

The Governing Body will treat all complaints from all parents/carers in the same way regardless of SEN. The school has a complaints procedure which is adhered to by the Governing Body.

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families:

The governing body delegates the day to day running of the school to the Head Teacher. However, the Head Teacher reports on SEN provision in the half termly Head's Report. The governing body are involved in agreeing how the budget for SEN is spent and will monitor the impact this has had on the education and welfare of the SEN children.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014):

www.leics.gov.uk

www.dfe.gov.uk

Parent Partnership 0116 2752097

Together for Families 0116 2885353

Family Information Service 0116 3056545

How we support these pupils transfer between phases of education or in preparing for adulthood and independent living:

The school has close links with the local feeder secondary schools. The SENCO from the local secondary school makes contact with our school in the Summer term, prior to the children transferring to secondary school. It can be arranged that children with SEN have more than one transition visit to the school in order to alleviate any anxiety that the child may have and to assess the suitability of the learning environment. Meetings are also held between the class teacher and the SENCO of the secondary school to ensure that data and assessments are passed on and that the school has a clear idea as to the needs of the child.

How you contribute to the publication of the local authority's local offer:

The school supports the Leicestershire County Council's local offer:

www.leics.gov.uk/local_offer

SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves. SENDIASS Leicester was formally known as the Parent Partnership Service Leicester. To access their service click on the link below;

www.sendiassleicester.org.uk