



## St Michael's CE VA Primary School

### SEN Information Report

#### How does St Michaels CofE VA Primary School know if my child needs extra help?

A child's needs is identified and assessed in a variety of different ways. We know if a child needs help if:

- Concerns are raised by the teachers, parent/carer or the child.
- They are not making expected progress in accordance with age related expectations.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g. GP or school nurse).
- Information is provided from the previous setting (e.g. nursery or former school).

#### What should I do if I think my child may have special educational needs?

If you have a concern about your child then you can make an appointment to meet with their class teacher. Where appropriate the concern will then be shared with the Special Educational Needs Co-ordinator (SENCO) – Mrs Crooks. Further discussions may then take place between all relevant parties to decide on the best way forward for your child.

#### How will school staff support my child?

- Quality first teaching – High quality teaching differentiated and adapted for individual pupils on a daily basis across the curriculum.
- Appropriate specialist equipment may be provided for your child e.g. pencil grips, writing slopes, wiggle cushions.
- Small group or one to one support – targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.)
- Reasonable adjustments can be made where a need is identified e.g. moving around the school at quieter times, personal checklists, access to individual workstations both inside and outside of the classroom.
- Playground mentors for support.

All children are encouraged to take part in all areas of school life including events and visits offsite arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and relevant school staff prior to the event.

## How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This may include:

- Making appointments to meet with your child's class teacher
- Open afternoons
- Sharing assemblies
- Parent consultations
- Target setting meetings
- Telephone conversations
- Annual reports
- Annual review meetings (where applicable)
- Support from SENCo
- Support from Head teacher

Appointments can be made with the class teacher or the SENCo via the school office.

## How will the learning and development provision be matched to my child's needs?

All teaching within the school follows the 'Assess, Plan, Do, Review' cycle.

### 1. Quality first teaching.

Each child's education will be planned for by the class teacher, taking into consideration your child's preferred learning style. All lessons will be appropriately differentiated to suit the needs of each child. This may include additional general support by the teacher or teaching assistants in the class. All teaching staff adopt a 'Learning Without Limits' approach to their teaching and planning. This provides all children with the opportunity to review, consolidate or develop their understanding within a lesson.

### 2. Additional Need.

If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher, SEN intervention teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the SENCo to assess the effectiveness of the provision and to inform future planning.

### 3. SEN Support.

If the review of interventions show that the child is not making targeted progress or the child has a higher level of needs then the child is identified as requiring SEN Support. Further advice may be sought from external agencies e.g. Specific Learning Disabilities Base (SpLD) to support planning for the needs of the child. This process will require a meeting at least every term with the child's parents/carers, child and teacher to identify targets, plan how they would be achieved and review the impact they have had.

### 4. Complex Needs.

If pupil's needs are more complex a formal assessment for an educational, health care plan (formally Statement of Educational Needs) can be undertaken.

A child may move between levels of support depending on their individual level of need.

### **What support will there be for my child's overall well-being?**

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, for example through behavioural difficulties.

The whole school follows the philosophy of Carol Dweck's Growth Mindset and Pie Corbett's Secrets of Success which supports children to develop their wellbeing and attitudes to their personal learning.

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents will be invited into school to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant difficulties the support of outside agencies will be considered, such as CAMHS and the school nurse.

We also recognise that some children may have medical conditions which require regular monitoring and attention. All the staff are made aware of children's medical conditions through discussions and access to the medical conditions folder. Training has been provided for conditions such as diabetes and medications can be held on site and administered with written permission from parents.

Accusations of bullying by children, parents or staff are always taken seriously. Please refer to the Anti-Bullying Policy for more information.

### **What specialist services and expertise are available at or accessed by the school?**

The school works closely with a variety of outside agencies to support the needs of children. These include:

- Speech and Language Therapy (SCLN)
- Educational Psychologists (EP)
- Specific Learning Difficulties Base (SpLD)
- Communication Disorders Team
- Occupational Therapy
- Primary Support Base – Bowmans Green Primary School
- Links AP Academy Outreach team
- Children's and Adolescents Mental Health Services (CAMHS)
- School Councillor
- School nurse
- St Albans Children's Centre
- St Albans Schools Sports Network
- St Albans Plus
- Thriving Families

This list is by no means exhaustive.

### **What training have the staff supporting children with SEND, had or are having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class staff members have received training related to the following areas of SEND:

- Supporting pupils with social emotional mental health needs
- Autism
- Dyslexia in the classroom
- Brain development in vulnerable children and attachment disorders
- Herts Steps Behaviour training
- Elklan Speech and Language training

### **How will you help me to support my child's learning?**

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.

The SENCo, Mrs Crooks, may meet with you to discuss strategies on how to support your child with their specific needs.

If outside agencies have been involved suggestions and programmes of study are normally provided by them that can be used at home.

### **How will I be involved in making decisions about my child's education?**

At St Michael's we believe in a person-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of the school staff and relevant professionals are taken into account, this may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate
- Informational meetings and discussions

### **How will my child be included in activities, outside the classroom including school trips?**

- Appropriate provision and reasonable adjustments will be made where necessary.
- Medical support will be put in place where necessary.
- In some instances parents/carers may be asked to accompany their child on school trips.

### **How accessible is the school environment?**

- All Hertfordshire schools comply with the Equality Act 2010.
- Please refer the St Michael's SEN Policy for more information.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life/**

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 you child is joining us from another school:**

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a book/one page profile to support them understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

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

- We will contact the school SENCo and ensure that he/she knows about any special arrangements or support that needs 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:**

- 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.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.
- Transition packs will be prepared alongside the child to enable staff and parents to support the child's transition from one class to another.

#### **In Year 6:**

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- 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/one page profile to support them in understanding moving on, then one will be made.
- If appropriate other agencies will be involved to create a network of support.

### How will the school's resources be allocated and matched to children's special educational needs?

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of the needs in the school.
- The money is used to provide additional support dependent on individual needs.
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individuals and groups of children.

### How is the decision made about how much support my child will receive?

- Through consultation with parents, teaching and support staff, and relevant external agencies.
- The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

### How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs?

**Hertfordshire's Local Offer** is the door to finding information and support available for children and young people aged 0-25 with special educational needs or disabilities (SEND) and their families.

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

**Delivering Specialised Provision Locally (DSPL7)**. This website aims to bring together information about support and services for children and young people with Special Educational Needs in and around St Albans, Harpenden and Villages.

<http://www.dspl7.org.uk/>

**St Albans Plus** is a community of primary schools in St Albans working together to make a positive difference to children's lives. The partnership of schools work in collaboration to provide exceptional quality of education to children.

<http://www.spiral.herts.sch.uk>

### Who can I contact for further information?

#### Key contacts at St Michaels CE Primary School:

Head teacher :	Alison Rafferty
Deputy Headteacher and SENCo:	Mrs Crooks
Chair of Governors:	Mrs Wiley
SEN Governor:	Ms Letanka

All the above can be contacted by email - [admin@stmichaels.herts.sch.uk](mailto:admin@stmichaels.herts.sch.uk)

## St Michaels CofE VA Primary School

### SEN Information Report Special Educational Needs and Disability (SEND)

St Michaels is an inclusive school and may offer the following range of provisions to support children with SEND.

<u>Intervention</u>
<b>Social and emotional support programmes/support including strategies to enhance self-esteem</b>
<ul style="list-style-type: none"><li>• Christian and British Values</li><li>• Growth Mindset</li><li>• In class worry boxes</li><li>• Time for reflection</li><li>• Class prayer book, box and prayer area</li><li>• Drawing and Talking 1:1 sessions</li><li>• School Counsellor</li><li>• SEAL social skills groups</li><li>• Anxiety and Anger Gremlin intervention programme</li></ul>
<b>Access to supportive environment – IT facilities/equipment/resources (inc preparation)</b>
<ul style="list-style-type: none"><li>• Visual Timetable in all classrooms</li><li>• Consistent visual displays throughout the whole school</li><li>• Differentiated independent learning resources</li><li>• Access to I.T. software, laptops and ipads</li><li>• Sound field system in all classrooms</li><li>• Visualizers and Interactive White Boards in all classrooms.</li><li>• Access to supportive equipment e.g. writing slopes, fidget cushions</li><li>• Individual work stations and calm down areas in each classroom</li><li>• Organisational checklists</li><li>• Communication cards</li><li>• Growth mindset display to encourage children to challenge themselves and embrace making mistakes.</li></ul>
<b>Strategies/programmes to support speech and language</b>
<ul style="list-style-type: none"><li>• Speech and Language Therapy Guidance, introduction on programmes to suit pupils needs</li><li>• Delivery of planned Speech and Language program from an ELKLAN trained Teaching Assistant (TA)</li><li>• 1:1 pre-teaching of topic related vocabulary</li><li>• Drama</li><li>• Role play</li><li>• Talk for writing</li><li>• Treasure Boxes in Reception</li><li>• Speaking frames</li></ul>
<b>Mentoring activities</b>
<ul style="list-style-type: none"><li>• Year 6 and Reception Buddy System.</li><li>• Use of learning partners in all lessons</li></ul>

- Peer modelling
- Sports Ambassadors – Year 6 children organise games at break times
- Teacher, pupil and parent/carer meetings
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#### **Access to strategies/programmes to support Occupational therapy/ Physiotherapy needs**

- Support and Advice from Occupational therapy/ Physiotherapy.
- Delivery of advice and strategies from trained members of staff.
- Gross and fine motor skills intervention sessions.
- Adapted classroom environment/equipment to provide access.
- Adapted playground provision – quiet area.

#### **Strategies to reduce anxiety/promote emotional wellbeing (including communications with parents)**

- Grounding and Visualisation.
- Whole school approach to embracing mistakes.
- Traffic light cards.
- Access to School counsellor.
- Calm down area.
- Open days throughout the year.
- Transition books.
- Class teacher/parent meetings.
- Transition days in July.
- Use of talk partners to verbalise ideas.
- Support with the same member of staff for children with additional needs.

#### **Strategies to support/develop literacy inc. reading**

- Guided reading weekly session with class teacher.
- Guided reading activities 4 x weekly.
- Daily 1:1 reading for identified children with Teacher or TA. (e.g. In the Fast Lane)
- Specialist 1:1 support by trained TA.
- Specific Learning Difficulties Base (SpLD), to discuss, recommend and implement strategies.
- Letters and sound phonics differentiated groups with teacher or TA.
- Small group support in class through Class Teacher or TA guided teaching.
- Visualisation interventions.
- Handwriting programmes for small groups.
- English Working Walls in every classroom.
- Multisensory teaching.
- Individual access arrangement for tests – statutory or non-statutory

#### **Strategies to support/modify behaviour**

- Use of the schools positive behaviour policy
- Whole School Golden Rules.
- Traffic lights monitor and maintain noise levels.
- Personal Support Plans in place if required.
- Calm down areas inside and outside of the classroom.
- Clear behaviour expectations across the whole school.
- Regular communication with parents/carers.
- Whole class golden coin treats.

**Strategies to support/develop numeracy**

- Specific Learning Difficulties Base (SpLD), to discuss, recommend and implement strategies.
- Maths Working Walls in every classroom.
- Multisensory teaching.
- Individual access arrangement for tests – statutory or non-statutory
- Marvellous Max's Maths in Year 1
- Year 6 maths group
- Year 3 Springboard
- Learning without limits – learners have the choice of challenge they would like to complete.
- Turbotables.

**Provision to facilitate/support access to the curriculum**

- Differentiated learning and teaching.
- 1:1 support as necessary
- Adapted classroom resources/equipment
- Creative curriculum planning
- Individual work stations
- Access to I.T.
- Small group work.

**Strategies/support to develop independent learning**

- Learning Without Limits – choosing own learning task.
- 5 Bs – Learners use 5 stages before asking a teacher for help – Brain → Board → Book → Buddy → BOSS
- Checklists for organisation.
- Timers.
- Modelling of activities and Scaffolds (e.g. templates) provided
- Steps to Success.
- Talking partners.
- Visual timetables.
- Now and Next cards.
- Word mats.
- Working walls.
- Key vocabulary displayed and pretaught.

**Support/supervision at unstructured times of the day including personal care**

- Personal Care Plans.
- Playground structure of games and activities.
- Choices are given to stay inside or outside if appropriate.
- Quiet area during break times.
- Quiet indoor activity area.

**Planning and assessment**

- Whole school marking policy – Ticked pink and Green for Growth.
- Next steps in learning journey.
- Individual targets on planning.
- Self assessment.
- Peer assessment.

- Developmental marking.
- Whole school provision mapping.
- Vulnerable groups and individuals identified.
- Monitoring by SENCo, Subject leaders and Senior Leadership Team.
- Individual pupil case studies.

**Liason/communication with professionals/parents, attendance at meetings and preparation of reports**

- Parents forums.
- Annual reports.
- Parent Teacher consultations.
- Church
- Class Newsletters.
- School newsletter.
- Reading diaries.
- Homework.
- Open door policy.
- Home/School Communication books.
- Individual Case Study meetings.
- Open afternoons.
- Updates via Parentmail.
- Support from SENCo during meetings.
- Outside agencies support/advice.
- CAF – Children and family support – including all professional involved with the child/family.

**Extended school provisions**

- Morning reading/writing 1:1 intervention
- Homework club
- Early morning starting.
- Before school, lunchtime and after school clubs – A wide variety of extra-curricular activities.