



St Michael's C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

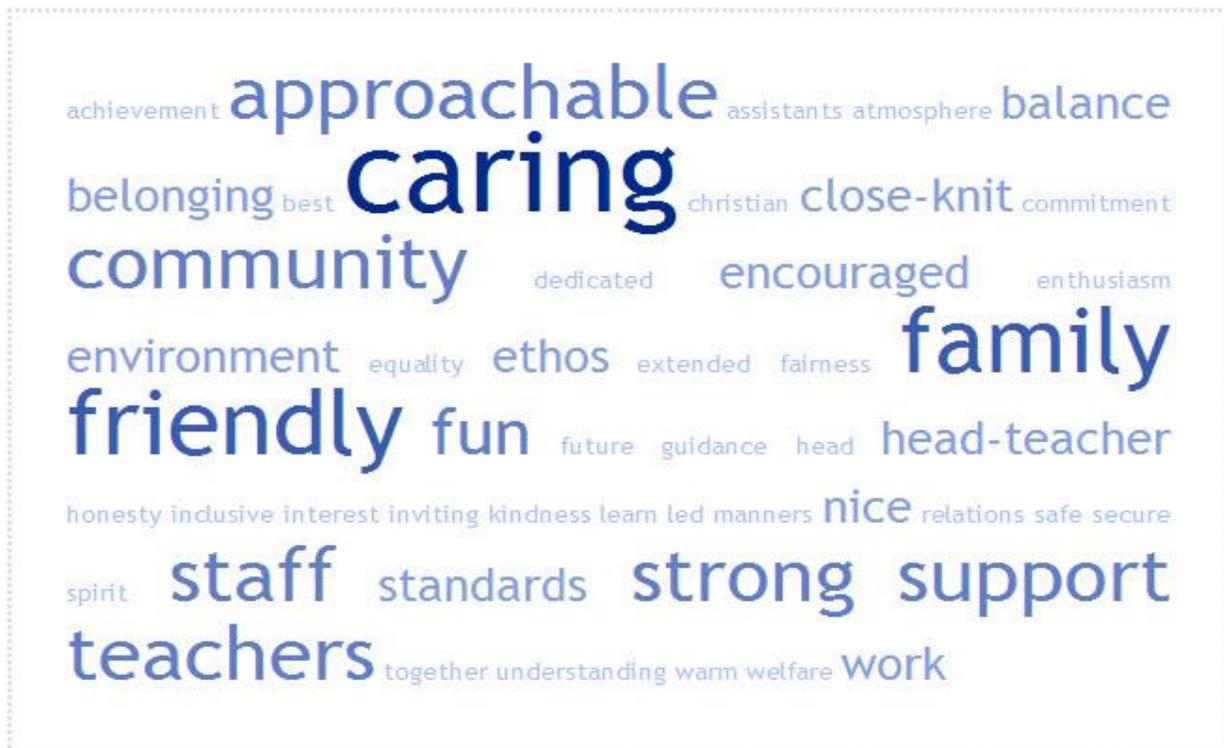
September 2016

ST MICHAEL'S SCHOOL APPROACH TO SPECIAL EDUCATIONAL NEEDS and DISABILITY

Our commitment to the teaching of pupils with Special Educational Needs and Disability is:

To use our best endeavours to make sure that every child gets the support they need. Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND and engage in clear communication with the parents of children with SEND.

Parents were asked to give words to describe what was special about our school. We were delighted with the comments (the bigger the word the more mentions it received):



1. ADMISSION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS and DISABILITY

St Michael's school adheres to the **LINCOLNSHIRE COUNTY COUNCIL PRIMARY SCHOOL ADMISSION POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS** (www.lincolnshire.gov.uk).

The Special Educational Needs Code of Practice 2015 recognises children with Special Educational Needs (SEN) and pupils with an Education, Health and Care (EHC) plan.

Children identified at the level of SEN support will be admitted to the school according to the above named Lincolnshire County Council policy. For more details please visit their website or St Michael's School website (www.st-michaels.lincs.sch.uk), alternatively telephone the school office for a paper copy.

Children with an Education, Health and Care Plan (EHC), formerly known as a statement of educational need, and thus in accordance with the 1996 Education Act, states that the allocation of school places for children with a statement of special educational needs will take place first.

Facilities and Access

St Michael's is a modern building on one level with disabled access to all areas of the school. We have three purpose built disabled toilets, one of which is fitted with a shower.

There is secure fencing around the perimeter of the school site, regular health and safety checks are carried out by the school Site Manager and appointed Health and Safety Governor.

2. WHO TO CONTACT AND HOW

Your child's class teacher and support staff within their key stage work with the children every day and they are often the first point of contact for parents. St Michael's School has a designated Special Educational Needs Co-ordinator (SENCO) and designated SEND Governor who are accessible to parents. See suggested pathway below:

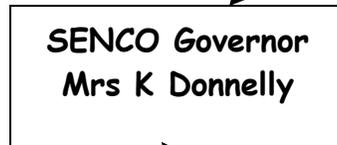
1st Classroom Team

Face to Face
01507 603867



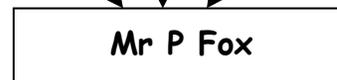
2nd SENCO

Wed and Fri
01507 603867
Emily.Wood@st-michaels.lincs.sch.uk



3rd Head Teacher

01507 603867
enquiries@st-michaels.lincs.sch.uk



STAFF TRAINING AND EXPERIENCE

Mrs E Wood, is the SENCO, Safeguarding Lead and Designated Teacher for Looked After Children (LAC). She is a fully qualified primary school teacher who has taught across all three key stages at primary level. In 2011 she gained the National Award for Special Educational Needs.

The SENCO works closely with all colleagues to ensure that children identified as Special Educational Needs and Disability are receiving the best support available to achieve the best outcomes for each individual child.

Special Educational Needs training and qualifications are not limited to the SENCO alone and our staff are equipped to support pupils with a wide range of SEN having had experience or training in the following areas:

- Implementing Early Literacy and Additional Literacy work
- Implementing Additional Numeracy work
- Working with children with Specific Learning difficulties
- Working with children with Autism Spectrum Disorder
- Working with children with Speech and Language Difficulties
- Working with children with Selective Mutism.
- Working with children who are Sensory Impaired.
- Working with children with Down's Syndrome

The school is committed to providing all staff with continued professional development and members of staff aim to attend courses where content matches current need within the school.

The school has membership of the following UK charitable organizations:

Downs Syndrome Association - www.downs-syndrome.org.uk

Cleft Lip and Palate Association - <http://www.clapa.com/>

Diabetes UK - <https://www.diabetes.org.uk>

Selective Mutism Information and Research Association - smira.org.uk

4. EXTERNAL PARTNERSHIPS

We work in partnership with a variety of other agencies to help us provide the best outcomes for children and their families. Referrals to an external partnership are usually made by the SENCO after discussion with parents and colleagues. The SENCO will also signpost parents and colleagues to any workshops or training external partnerships are offering.

Education	Health	Social Care
<ul style="list-style-type: none"> • Educational Psychologist Team(EP) • Specialist Teaching Team (STT) • Working Together Team (WTT) • Education Welfare Officer (EWO) • Pre-school Transition • Secondary School Transition • Lincolnshire Wolds Federation (LWF) • Sensory Impaired Service (SIS) • Speech and Language Therapy (SALT) 	<ul style="list-style-type: none"> • School Nurse Team • Physiotherapist • Occupational Therapist • Health Visitor Team • Child Adolescent Mental Health Service (CAMHS) • Local GP's 	<ul style="list-style-type: none"> • Children's Services • Early Help Workers • Home Start • Young Carers • Youth Offenders • Family Action • Families Working Together

5. IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS and DISABILITY

The benefits of early identification of SEND are widely recognised, therefore in most cases pupils join St Michael's School with their needs already assessed. However, sometimes identification of need is not always obvious and may only become evident as a child matures. Concerns can be raised at any time by parents, external partnerships and members of the school staff.

Parents who have concerns about their child can talk to their Class Teacher or the SENCO (see Who to Contact and How).

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. If a member of staff at school notices that a child shows signs of a learning difficulty, at any point in their school career, then this will be discussed with the SENCO and parents. The role of the SENCO in identification of need is to provide clear, comprehensive and accessible information for all of those involved in the child's learning and that the correct procedures are followed, ie:

- Class teachers observe, monitor and measure academic progress.
- Staff listen to parents and take account of information they provide
- School responds to any medical diagnosis that may have an impact on learning
- School works with external partnerships to utilise their expertise in helping to identify need

6. ASSESSING PUPILS WITH SPECIAL EDUCATIONAL NEEDS and DISABILITY

Assessment is a complex and on-going process responding to all changes that can affect a child's educational needs.

Some children with SEN will have an Individual Education Plan (IEP) which will be written by the class teacher in consultation with parents and the child to set ambitious targets for achievement. The IEP is a working document used to record and assess the impact of interventions on a child's attainment and reviewed twice a year at parent consultation evenings.

Some children will have an EHC which is more complex and requires input from a local authority SEND Case Worker, these are reviewed annually.

Partnership with parents:

The school works closely with parents in the support of those children with special

educational needs. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support for children with SEND.

All parents will be updated on progress bi-annually at parents' consultation evenings and receive an end of year school report. We inform parents of any outside intervention, and we share the process of decision making by providing information relating to the education of children with special educational needs.

Pupil participation:

In our school we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates particularly to Year 5 and 6 children as part of the process to ensure a smooth and positive transition to secondary education.

Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

7. MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS and DISABILITY

St Michael's school is committed to high quality teaching, differentiated for individual pupils as the first step in responding to pupils who may have SEND. Extra provision may be provided for pupils with SEND and will be shown on a Provision Map which forms part of a child's IEP. Class teachers will be responsible for planning the provision maps, class teachers, teaching assistants and 1:1 support assistants will be responsible for implementing the planned provision and the SENCO will be responsible for monitoring and evaluating the effectiveness of the provision to ensure it is achieving the best possible outcomes for the individual child.

8. TRANSITION

In addition to regular transition we also offer individual transition plans for any pupils at our school with SEND, these are discussed with parents, SENCO's and colleagues and implemented in the following phases:

Pre-School – Foundation Stage 2

Foundation Stage 2 – Y1

Y2 – Y3

Y6 – Y7

However, if necessary, transition plans can be put in place for other changes of year group.

9. ST MICHAEL'S SCHOOL POLICIES RELATED TO SPECIAL EDUCATIONAL NEEDS and DISABILITIES

Related policies are listed below, they can be accessed electronically via the school website or paper versions can be obtained from the school office or SENCO:

SEND
Equality
Behaviour and Anti Bullying Policy
Health and Safety
Safeguarding and Child Protection

Should parents be dissatisfied with the support provided to their child they should first discuss their concerns with their child's class teacher. The SENCO or directly with the school Head Teacher, Mr P Fox.

10. LOCAL OFFER AND SEN CODE OF PRACTICE: 0 TO 25

For more information about the Lincolnshire County Council Local Offer for Special Educational Needs and Disabilities please visit:

www.lincolnshire.gov.uk/sendlocaloffer

The SEND Code of Practice: 0 to 25 years 2015 can be downloaded at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)