



St. Michael's Catholic Primary School SEN Information Report –November 2020

Introduction

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This published information is updated annually.

At St. Michael's Catholic Primary School we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact are:

Miss Higgins (SENCO) email- michaels-ao@st-michaels.liverpool.sch.uk
Mrs Birch (Inclusion Manager) email- michaels-ao@st-michaels.liverpool.sch.uk
Mrs Rigby (Headteacher) email- michaels-ao@st-michaels.liverpool.sch.uk
Mrs Buckley (SEND Governor)

If you have specific questions about the Liverpool Local Offer please look at <http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

What is the Local Offer?

- The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Alternatively, if you think your child may have a special educational need (SEN) please speak to their Class Teacher in the first instance.

As of November 2020, 17% of the pupils on roll are on the SEND register. There are currently 2 children with an Education Health Care Plan and 6 children are supported on a 1:1 basis through High Needs funding. The register is divided into four areas: Communication and Interaction 61%, Cognition and Learning 12%, Social, Emotional and Mental Health Difficulties 21%, and Sensory and Physical Needs 6%.

Your Child has Special Educational Needs. What can we at St. Michael's Catholic Primary offer you?

At St. Michael's we work together to create a Christ centred learning environment in which each person can develop to their full potential in all aspects of their lives, and acknowledging the dignity and self-worth of all. We embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

1. What kinds of special needs does the school provide for?

At St. Michael's Catholic Primary School we provide for children of varying needs.

This is accomplished through a number of methods depending on the children's needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

We recognise the definition of SEN as stated in the Code of Practice 2014:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p83)

All staff at St. Michael's Catholic Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

2. Who are the best people to talk to in school about my child's difficulties with learning, special educational needs or disabilities (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing pupil progress targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Miss Higgins

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs A. Rigby

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.

- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs Meg Buckley

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0151 263 8460

3. What are the different types of support for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- The highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a learning support assistant (LSA).
- Specialist groups run by outside agencies, e.g. Speech and Language therapy, SENISS support, Seedling therapy, SHINE THERAPY

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, SENISS, Seedlings or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services
- Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or parent/carer) can request that Local Authority Services carry out a statutory 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 number of hours of individual/small group support your child will receive from the LA and 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child

4. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENCO. The school SEN Governor can also be contacted for support.

5. How will the school let me know if they are concerned about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. They will listen to any concerns you may have and plan any additional support your child may need. As a result of the meeting they may need to discuss with you any referrals to outside professionals to support your child.

6. How is extra support allocated to children, and how do they progress in their learning?

- The school budget, received from Liverpool LA, includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

7. Who are the other people providing services to the children with SEND in the school?

School provision

- Teachers responsible for teaching SEN groups/individuals on a part-time basis.
- Learning Support Assistants and HLTA mainly working in the Group Rooms with either individual children or small groups.
- SENCO, Inclusion Manager and Learning Mentors offering support for children with emotional and social development through our Nurture Group

Local Authority Provision delivered in school

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Seedling- Mental Health Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Seedling- Mental Health Service
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8. How are the teachers in the school helped to work with children with SEND, and what training to the teachers have?

The SENCO's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as social, Emotional and Mental Health Needs using the THRIVE approach, speech and language difficulties etc
- Individual teachers and support staff attend training courses run by outside agencies and the SENCO that are relevant to the needs of specific children in their class.

9. How will the teaching be adapted for my child?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

10. What support do we have for you as a parent of a child with SEND?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head teacher and SENCO every term in reading, writing and numeracy.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps.
- 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). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have individual targets and the progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinizes and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

11. How St. Michaels accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet and a medical room in the infant and junior buildings.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

12. How will we support your child when they are joining this school? Leaving this school? Or moving to another class?

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

If your child is joining us from another school:

- The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO 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.
- If your child would be helped by a book/personal plan to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and planning meeting will take place with the new teacher and individual targets will be shared with the teacher.
- If your child would be helped by a book/personal plan to support them in understand moving on, then one will be made for them and also individual children will spend extra time with their new class teacher to familiarise the child with the environment and class teacher.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new 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/passport to support them in understand moving on, then one will be made for them.

13. How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Emotional education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- An in-school pastoral team, run by the SENCO and Learning Mentor. This follows the Nurture Principles and is run on a termly basis.
- Lunchtime and playtime support through planned activities and groups.

14. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership)
- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.

Any behaviour logs should ensure strategies are included and shared with parents/carers.

15. How did we support our families throughout the COVID lockdown and what are the procedures now if children are self- isolating?

Throughout March to July all children on the SEND register had a weekly welfare call with the SENCO and their class teachers followed this up with fortnightly calls. The SENCO and Inclusion Manager liaised with a number of Outreach Service to ensure that families received support tailored to support their individual needs. Any child with an EHCP was offered a place at the Hub school and individual risk assessments were provided by the SENCO and sent to Hub and the Local Authority. Additionally, children who were identified as requiring extra support to understand the new COVID procedures on the SEN register when the children went back to individual Hub schools also received extra support through individual risk assessments.

From September 2020 St Michael's have worked tirelessly with the ever changing government guidelines and the procedures set out for children who are self- isolating can be found on our COVID page on the school website.