

SEND Information Report

St. Michael's C.E Primary School, Lichfield



Approved by:	Helen Robertson (Headteacher)	Date: 12.11.2021
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Profile of school pupils at St Michael's CE Primary School

		2019	2020	2021	Low	Quintile	High		
					Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	423	415	419					
	Nat	282	281	278					
% FSM6 pupils	Sch	4	2	4					
	Nat	23	23	25					
% SEND support	Sch	6.9	6.3	6.4					
	Nat	12.6	12.8	12.6					
% SEND EHC plan	Sch	0.9	1.9	1.2					
	Nat	1.6	1.8	2.1					
% of EAL	Sch	7	5	4					
	Nat	21	21	21					
% Stability	Sch	89	85	86					
	Nat	86	81	82					

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a Special Educational Needs or a disability by ensuring increased access to the curriculum, the environment and all aspects of school life.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 - 1. Communication and interaction
 - 2. Cognition and learning
 - 3. Social, mental and emotional health
 - 4. Sensory/physical
- To request, monitor and respond to parents/carers’ and pupils’ views in order to ensure high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Wakefield.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We regularly assess each pupil's current skills and levels of attainment, and use information from previous settings, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

These discussions will be recorded on the pupil's support plan.

If a child is to be placed on the SEND register, parental agreement will be sought through signing a 'Placement on the SEND register' document, which will be held on the child's file.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work to carry out a clear analysis of the pupil's needs, where specialist assessment is required the SENCO will support the class teacher in this analysis. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

In year transfers:

An initial visit to the school can be made via the school office. The Headteacher endeavors to show parents and pupils around the school, but when this is not possible the Deputy Head, the appropriate Assistant Head or Inclusion Manager will do so.

A half day or full day taster session can be arranged for your child to experience a day at St. Michael's before moving to us full-time.

The class teacher is always willing to meet parents/carers prior to the child moving to their class.

A start date will be agreed between school and home. In certain circumstances, such as the child not having attended school before, special starting arrangements may be agreed.

Any previous school will be contacted for the child's records. Where there are concerns the Inclusion Manager will contact the previous school for further information.

Secondary transition.

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
- The annual review in Y6 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave the school will be transferred to the new school once confirmation of their enrolment has been received.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Educational Psychologist Reading Intervention
- Making Spellings Memorable

- Toe by Toe
- Plus One
- Power of Two
- Additional Phonics Sessions
- Handwriting
- Daily Reading
- Speech and Language intervention
- Sensory Diets
- Emotional Wellbeing Support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional Information can be found in our Equality Policy and Accessibility Plan https://www.st-michaels-lichfield.staffs.sch.uk/images/image_gallery/large/1579771733.pdf

5.8 Additional support for learning

We have 16 teaching assistants who are trained to deliver interventions such as this detailed above.

Teaching assistants will support pupils on a 1:1 basis when the intervention is bespoke to 1 child or that child's needs preclude the involvement from other children.

Teaching assistants will support pupils in small groups when the needs of the pupils are commensurate with a group intervention.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Autism Outreach
- Speech and Language Therapy
- Occupational Therapy
- District SEND and Inclusion Hubs
- The Virtual School
- Malachi Family Support Service
- Action for Children
- Sickle Cell

5.9 Expertise and training of staff

Our SENCO has nine years experience in roles which incorporate the role of SENCO, and undertook this role in a school before joining St. Michael's. They have undertaken a post graduate certificate in languages,

literacy and dyslexia alongside numerous other training courses in – autism, SEMH, attachment and trauma, Every Leader a Leader of SEND.

They are allocated two and a half days a week to manage SEND, Safeguarding, English as an Additional Language, Pupil Premium, Emotional Wellbeing and behaviour management.

We have a team of 16 teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in sensory processing disorders, attachment and trauma and educational psychologist reading intervention.

We use specialist staff for

5.10 Securing equipment and facilities

The SENCO has a budget with which to buy: resources recommended by professionals, assessment materials and consumables such as tinted books, specialist pencils, sensory equipment.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions by using a range of assessment measures such as: fluency, accuracy, maintenance, application and generalisation, formative and standardised assessment. Assessments such as fluency and accuracy happen at least every three weeks, but in some cases weekly.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Provision maps to map support
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day, church visits, school plays, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - Any of your oversubscription criteria that prioritise pupils with disabilities
 - An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities you provide to help disabled pupils access your school
- How to find your school's accessibility plan. You must mention your accessibility plan in your SEN information report and confirm that it covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

PSHE AND RSE lessons designed to support whole school and individual needs.

Creating an environment where emotional development is important and mental health is discussed.

- Pupils with SEN are encouraged to play an active role in school through encouraging participation in: the school council; play leader roles; applying for: House Captain, Head Boy, Head Girl roles; choir and musical events; sports teams and events; forest school; quiet club;
- Seeking support from agencies such as Action for Children and Young. Careers.
- Using resources such as those produced by Young Minds, NSPCC and sharing these with pupil and parents.
- School funds one day a week of Malachi Family Support Work

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If progress rates are still judged to be inadequate despite delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parent consent has been obtained. This may include:

Autism Outreach Team

Hearing Impairment Team

Visual Impairment Team

Educational Psychologist Service

Educational Welfare Officers

Physical and disability support service

Social Services

School Nurse

Child and Adolescent Mental Health Service (CAMHS)

Family Support Services

Early Help Team

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

• Staffordshire SENDIASS (Staffordshire Parent Partnership)

<https://www.staffs-iass.org/home.aspx>

A team of SEND Family Partnership Officers who support Parents and Carers of Children and Young People with SEND (0-25) and also Children and Young People with SEND.

- The Staffordshire Umbrella Network (SUN)

<https://www.staffs-iass.org/SUN-Groups/SUN-Groups.aspx>

The Staffordshire SUN is a networking group looking at issues affecting children and young people with special educational needs and their families. The network provides an opportunity for parents, carers, voluntary groups and agencies - such as education, social care and health - to get together and help to make a real difference to the quality of services and people's lives in the community

5.17 Contact details for raising concerns

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling:

In the first instance please contact your child's class teacher.

If the problem persists or you feel that you need further support then please contact the appropriate Assistant/Deputy Headteacher

Reception - Mrs Webster

Year 1 and Year 2 – Mr Jones

Year 3, Year 4, Year 5 and Year 6 – Mrs Culverwell.

Alternatively you can speak to the Inclusion Manager - Mrs Wakefield.

If you still have concerns then please contact the Deputy Head (Mrs Webster) or Headteacher (Mrs Robertson).

Appointments can be made with any of these people through the school Office.

Though this is the usual route for concerns, there may be some instances where it is more appropriate to miss a step in order to speak directly to the appropriate member of staff.

5.18 The local authority local offer

Our contribution to the local offer is:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/details.aspx?SchoolID=124258&Easting=412295&Northing=309246&Results=20>

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Behaviour and expectations policy http://www.st-michaels-lichfield.staffs.sch.uk/images/image_gallery/large/1601288294.pdf
- Equality information and objectives and accessibility plan http://www.st-michaels-lichfield.staffs.sch.uk/images/image_gallery/large/1579771733.pdf
- Supporting pupils with medical conditions policyhttp://www.st-michaels-lichfield.staffs.sch.uk/images/image_gallery/large/1616410584.pdf