



St. Michael's Church of England Primary School, Bamford SEND Information Report 2020

How do we make provision for pupils with a range of needs, including those with EHC Plans?

Teaching approaches, adapted curriculum, additional learning support, support for emotional and social development

For children who additional needs that can be met in school:

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

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That 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.
- That 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 teaching assistant (TA).

The school budget, received from Rochdale LA, includes money for supporting children with SEND. 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,
- 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.

Sometimes we seek further advice or support.

What is our policy for identifying children with SEN?

All children in school are monitored carefully to ensure that they are making good progress. If a teacher believed that a child was having difficulties requiring input beyond that offered through targeted teaching, group interventions and individual interventions they would ask the SEN Coordinator to refer your child for further supportive testing, usually with the Educational Psychologist in the first instance. You would be aware of the concerns as a partner in your child's education because we would have had conversations at Parents' Evenings or have made arrangements to see you. Your child would then be assessed:

If it was found that your child needs Specified Individual Support:

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education, Health and 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, intervention groups or individualized provision made by the teacher ("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 such as the ASC Outreach Team, Behaviour Support or 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 you) 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 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 an Education Health Care Plan with you and school staff (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 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.

How and where do we get support to ensure the highest quality provision for pupils with SEN?

If we need extra support or advice:

Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

- This means a pupil has been identified by the SENCo/Inclusion Manager/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 ASC Outreach Team, Behaviour Support Team 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.

How do we support emotional and social needs?

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 Economic education) curriculum to support this development. Since January 2017, the Headteacher has taken children identified to be in need of support for individual or group *Drawing and Talking: Therapeutic Approach* sessions and *Sandplay Therapy* sessions which run for 12 weeks for 30 minutes per week. A TA is qualified to deliver *Brick Club*, a Lego therapy intervention and organises sensory needs resources across school. Since January 2019, a teacher qualified as a *Mental Health First Aider* has provided individual sessions to children in need of emotional support.

If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.

How do we assess and review our approaches to best meet pupils' needs?

Plans and provision are assessed and reviewed on an on-going basis with parents consulted and informed at each stage through revised IPMs at Parents' Evenings in October, and in February and July. Our open-door policy means that parents can speak to the class teacher as frequently as they feel necessary.

Who can you speak to in school about 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 Individual Provision Maps (IPMs) and when needed, Pupil Progress targets based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), 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/Inclusion Manager: Mrs M. Barratt supported by Mr T Helm, in training as SENCo

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

- involved in supporting your child's learning
- kept informed about the support your child is getting
- 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 M. Barratt

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 L. Wilson-Willis

Responsible for

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

School contact telephone number: 01706 369339

How do we involve you and your child in decision making related to them?

Children are involved in setting their own targets within class as soon as they are of an age to be able to do this. IPMs are shared with you and your child and your child tells us how we can help them learn at the beginning of each new school year in addition to the transition information passed on to the next teacher in transition meetings in July. At Parents' Evenings and at other times when parents choose to come and see the class teacher, we provide full, detailed information about each child's achievements, areas for development and how parents can help at home. Information from external agencies is shared with parents, who are heavily involved in creating the EHC Plans. We aim to keep children and parents fully aware of, and involved in, the learning process.

How do we prepare children for transition to new classes or schools?

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 your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- 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/passport to support them in understanding 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 in most cases a planning meeting will take place with the new teacher. IPM s will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

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 understanding moving on, then one will be made for them.

How do we seek to address concerns or complaints?

We seek to ensure good quality communication, which is at the root of a successful partnership between home and school. If parents find that they have concerns or complaints, we would seek to address the issues openly face-to-face as soon as possible. In the event that the complaint is not addressed, we will signpost the parents to the school complaints procedures. At all times we will seek to do what is in the best interests of the child and family.

Where can you find out more about the LA Local Offer?

You can follow the link on this website to take you to the Rochdale Local Authority Local Offer for SEND.