

## SEND Information Report



## SEND Information Report

*'In the footsteps of Jesus, we strive to achieve excellence in everything we do'*

### Introduction

At St. Michael's Catholic Primary School we are committed to meeting the needs of children with Special Educational Needs and Disabilities (SEND). The School SENDCo is Mrs S Cox who can be contacted via the school office.

The school is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The expectation is that the needs of pupils with Special Educational Needs and Disabilities (SEND) are catered for in a mainstream setting, wherever possible.

St. Michael's Catholic Primary School is a one form entry school that caters for pupils with and without Special Educational Needs and Disabilities. Currently, the SEND needs in school include pupils with speech, language and communication needs, sensory impairments (hearing and sight), dyslexia, autism and pupils with social, emotional and behavioural needs.

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out the support that is available for children and young people with SEND, in the local area. Newham's Local Offer can be found on the Newham website (<https://www.newham.gov.uk/schools-education>). The school's contribution to the Local Offer can be found on the school's website.

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### Special Educational Needs and Disabilities

Children and young people's Special Educational Needs and Disabilities (SEND) are generally thought of in the following four broad areas of need and support:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

*(CoP 6.28-6.35 Jul 2014)*

At St. Michael's Catholic Primary School, we embrace the fact that every child is different and therefore, the educational need of every child is different; this is certainly the case for children with SEND.

### Whole School Approach

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional interventions and support cannot compensate for the lack of good quality teaching' (CoP 6.37 Jul 2014)*

At St. Michael's Catholic Primary School all teachers are responsible for every child in their care, including those with special educational needs and disabilities. We continually strive to offer quality first teaching in every classroom, using a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of: *assess, plan, do review*



**Assess:** *Teachers, the SENDCo and Other Professionals have access to a range of assessments to help us to identify a pupil's specific area of need. Any*

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*assessments that are carried out will be discussed with Parents/Carers and pupils.*

**Plan:** *Parents/Carers, pupils, teachers, the SENDCo and Other Professionals will plan the next steps together.*

**Do:** *Parents/Carers, pupils, teachers, the SENDCo and Other Professionals will work together to implement the agreed intervention/additional support as set out in the plan*

**Review:** *Parents/Carers, pupils, teachers, the SENDCo and Other Professionals will review progress as a result of the intervention/additional support and begin the process again, as appropriate*

How does the school know when a pupil has learning difficulties or a special educational need?

We know that a pupil may need extra help if;

- concerns are raised by parents/carers, teachers or the pupil  
and
- little or no progress is being made  
or
- a pupil's behaviour or progress begins to change

What should I do if I think my child may have a Special Educational Need and/or a disability?

The first step is to discuss your concerns with your child's class teacher who will investigate further, share what they find with you and discuss what will happen next in school and what you can do to help your child at home.

How is the curriculum adapted to ensure it is accessible to pupils with a Special Educational Need and/or Disability ?

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- Teachers plan and adapt lessons/activities to ensure they meet the needs of all pupils in their class
- Differentiated work is planned to ensure all pupils are accessing the curriculum at an appropriate level, with an appropriate level of challenge
- A range of teaching strategies are used for example, practical activities, real life experiences, role play
- A range of resources are used for example, visual prompts, writing frames, a range of technology
- We have access to a range of additional materials/resources for example, Colourful Semantics, Word Aware, Box Clever, Wellcomm, Language for Thinking, Third Space Learning, White rose Hub, The Zones of Regulation
- Additional adult support is provided as appropriate

### What support can the school provide for pupils with an identified Special Educational Need and/or Disability?

Every child's need is considered on an individual basis and the support we offer is tailored to help meet that need.

A wide range of Interventions, strategies and resources are used to support pupils of all abilities across the school. These interventions are continually evaluated and reviewed to ensure they are effective and that pupils accessing them are making expected progress. Some interventions are delivered outside of the classroom to small groups of pupils or 1 to 1. Additional adult support can also be provided in class, again to support small groups of pupils or 1 to 1. As part of the review process parents/carers are kept informed regarding the support the school is providing for their child and we openly encourage school and home working together, to provide the best possible support for all our children.

### What specialist support or services does the school have access to for pupils with a Special Educational Need and/or Disability and their families?

In addition to the Interventions and support we can offer at St. Michael's Catholic Primary School, for our pupils with a Special Educational Need and/or Disability, it is sometimes necessary to consult with outside agencies for more specialist advice and guidance.

These agencies include:

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Speech & Language Therapy Service for Schools (SLT) (NHS)

Language, Communication and Interaction Service (LCIS)

Complex Needs and Dyslexia Service (CN&DS)

Behaviour Support Services (BSS)

Child Development Centre (CDC) (NHS)

Developmental Advisory Clinic (DAC) (NHS)

Child and Family Consultation Service (CFCS)

School Health Service (NHS) *including the School Nursing Service*

Occupational Therapy Services for Children (NHS)

Educational Psychology Service (EPS)

The Brentwood Catholic Children's Society (BCCS)

### What training do the staff who support pupils with a Special Educational Need and/or Disability at St Michael's Catholic Primary School have?

Training for staff at St. Michael's Catholic Primary School, is tailored to meet the needs of the pupils currently in school. The school has access to training sessions offered by the outside agencies listed above and can request training in specific areas, to support the individual needs of pupils with a Special Educational Need and/or Disability. The Special Educational Needs and Disabilities Coordinator (SENDCo) is a qualified teacher who also holds the National Accreditation for Special Educational Needs. The school employs a team of support staff with a range of skills and knowledge, who work across the school.

### How does the school know whether pupils with a Special Educational Need and/or Disability are making progress?

- Individual targets are set for each pupil, relating to their area of need and teachers planning will offer opportunities for each pupil to learn, practice and achieve their targets
- Pupil Progress Meetings are held each term with class teachers, Senior Leaders of the school and the SENDCo to discuss the progress of all pupils in their class

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- Additional interventions are monitored closely - a baseline assessment is completed from which clear targets are identified and set, a follow up assessment is carried out after an agreed period of time to review progress and inform next steps (*assess, plan, do, review - the graduated approach*)

### How do Parents/Carers know their child with SEND is making progress?

Review meetings are held at least once a term with the Parents/Carers of pupils with a Special Educational Need and/or Disability, their class teacher, the SENDCo and other relevant staff eg support staff, specialist/advisory staff from outside agencies, as appropriate.

What arrangements are made to support pupils with a Special Educational Need and/or Disability taking part in activities outside of the classroom, including after school clubs, educational visits and residential trips?

Pupil's needs are considered on an individual basis and appropriate procedures are put in place to support them to access all areas of the curriculum. The school works together with the pupil's Parents/Carers to ensure that arrangements are in place for every child to access all aspects of school life.

Individual risk assessments are carried out and the need for additional support/resources are identified.

What should Parents/Carers do if they have a complaint about the provision the school is providing to support their child's Special Educational Needs and/or Disabilities?

Please follow the schools complaints procedure, a copy of which can be obtained from the School Office.

Further information about the SEND provision provided at St Michael's Catholic Primary School can be found on our school website, in the following documents:

- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Schools Offer
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Teaching and Learning Policy

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