

St Michael's School - SEN Information Report – December 2022

At St Michael's School we recognise that all children have the right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

About our school

St. Michael's School is a mainstream school which also provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs** (this includes children who have speech language and communication difficulties including autistic spectrum conditions).
- **Cognition and learning needs** (this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia)
- **Social, emotional and Mental Health Needs**
- **Sensory and/or Physical Needs** (this includes children who have visual or hearing needs, or a physical disability that affects their learning).

Our special educational needs co-ordinator (SENCo) is: **Mrs Lina Sipson**. She can be contacted on: 01235 831298. Our governor with responsibility for SEN is Robin Conway.

Our SEN policy is on our website and a paper copy can requested from the school office.

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

How we identify if a child has a special educational need.

How we assess children and plan for their special educational needs, and how we adapt our teaching.

Ways in which we can adapt our school environment to meet each child's needs.

How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then review progress. We do this by a variety of methods but can include: termly review meetings, twice yearly parent evenings, home/school diaries and phone calls. We will work with parents to find the best way to communicate with parents which works for everyone.

In addition to all of the above, children with Education, Health and Care Plans have annual reviews. There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by offering a school council and consultation activities.

Accessing and adapting the curriculum

The National curriculum is an entitlement for all children. We offer a broad and balanced curriculum for all children including those with SEN. The way we adapt this for children with SEN and disabled children is set out in the School Access Plan which is also available on the school website.

We use intervention programmes including Launch into Reading Success, First Class @ Number, FFT Literacy support, Accelerated/Accelerate, Write Away Together and Wave 3 maths, power of 2, to support the development of literacy and numeracy. These are monitored by assessing the impact. The use of intervention programmes complements the differentiated and Quality First Teaching that all children receive.

Teachers are able to take into account different learning styles to meet the needs of all the children in the class. Each class has a visual timetable of activities throughout the day and some children have an individual visual timetable. Some children need individual and personalised behaviour plans to supplement the whole school policy and procedures. Reasonable adjustments are made to help children to learn. For example, the use of writing slopes, pencil grips, ICT (like Clicker).

Tests and Assessments: Access Arrangements

Year 6 pupils may be assessed to determine whether individuals may qualify for additional time, rest breaks or a reader. Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading the tests or scribing for pupils may be requested, as appropriate and to comply with test guidelines.

The school adheres to current access arrangements for Key Stage 1 and 2 statutory tests. Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.

What expertise can we offer?

- All staff have basic awareness level training in supporting children with a variety of special educational needs.
- A trained Emotional Literacy Support Assistant (ELSA) provides support to children who have experienced trauma or require support with emotional literacy or emotional regulation.
- Several staff have received enhanced training in supporting children with a variety of special educational needs including: autistic spectrum conditions, speech, language and communication needs, visual impairments, Down's syndrome, and physical disabilities.
- Teaching assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including:

- Educational psychologists
- SENSS, who support children with communication and language, sensory needs and physical needs.
- Behaviour support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXSiT)
- Therapy services (Occupational Therapy, Physiotherapy, Speech and Language Therapy).

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school through Target Tracker and the use of pre and post intervention assessments where applicable.

In addition, for children with SEN, we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against the individual child's starting point, age related expectations and more specific targets outlined in their Pupil Profile. In line with the SEN Code of Practice, pupil profiles are reviewed three times a year with the SEN Co-ordinator and class teacher. This process involves the parents, either via parent evenings or separate meetings.

The school identifies the needs of SEN pupils on a class 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. When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report which is published on the website: Governors' annual SEN report.

How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. TAs may be used where a child needs support to access an activity. We talk to parents and children when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page> Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their school council representatives and weekly during circle time.

We listen to the views of children with SEN by including their views on pupil profiles and in yearly discussions with a school governor. We take bullying very seriously. We help to prevent bullying by having a caring ethos and teaching the children about Christian values.

All classes have weekly circle times that focus on the well-being of children and teach skills and strategies to become more independent in displaying skills of perseverance and resilience (which resonate our school values). A trained Emotional Literacy Support Assistant (ELSA) may work with individuals. Draw Talk therapy and other similar support is available on a referral basis. Behavioural support is offered to work with children struggling with behaviour. Groups to develop social skills and/enhance self-esteem is also something that we offer, with the use of social stories to support well-being.

Copies of our Behaviour, Anti-Bullying and E-Safety Policies are available from the school office.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN we arrange individual visits to meet parents and contact any professionals that have been involved in supporting the child.

We begin to prepare children for transition into the next stage of their education by arranging transition meetings to handover paperwork and organising extra visits to receiving schools. Parents are offered support when choosing their child's next school. A member of staff can be provided to support children with EHCPs who need additional support during pre-transition visits to secondary schools. We will contact the SENCo from the previous setting to complete a professional dialogue as part of the transition. We will also do this if a child with and SEN leaves our school.

Who to contact

At St Michael's we are committed to working in partnership with parents and will listen to any concerns parents may wish to raise. If you are concerned about your child please contact their class teacher in the first instance.

If you'd like to feedback, including compliments and complaints about SEN provision, please contact the SENCo or the Head teacher.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

AND FINALLY - Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>