



SEN Information Report 1st May 2020

Name of the Special Educational Needs/Disabilities Coordinator:

Helen Smith

Contact details:

Grimsargh St. Michael's C of E Primary School
Preston Rd
Grimsargh
Preston
PR2 5SD

Tel. 01772 653600

e-mail h.smith@grimsargh-st-michaels.lancs.sch.uk

The kinds of SEND we provided for.

Grimsargh St Michael's C of E Primary school is a mainstream setting.

The school places great emphasis on the individual needs of all children and takes into consideration the need to stretch the more able whilst providing support for the less able.

The school's SEN Policy takes account of the SEN and Disability Code of Practice (2014).

At Grimsargh St Michael's a child with special needs is one who has significantly greater difficulty in learning from the majority of other children of the same age or a disability that hinders them from taking full advantage of the educational provision provided.

The school works in close partnership with parents to promote the development of every child's potential and ensure that every child has access to all areas of the curriculum.

'Disabled pupils and those with special educational needs frequently make outstanding progress.'

OFSTED March 2014

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

How does your school ensure that children who need extra help are identified early?

The school advocates that early identification of children with special and additional needs is essential.

Children are identified as having special educational needs through a variety of ways including the following:-

Child performing below age expected levels

Concerns raised by parent.

Concerns raised by teacher.

Liaison with external agencies e.g. Educational Psychology Service.

Health diagnosis through a paediatrician.

Liaison with previous school or setting, if applicable.

The class teachers use observations and school assessment systems to alert parents/guardians to any concerns and start the journey of working together to help the child achieve their potential.

The Reception teacher and teaching assistant carry out home visits prior to the children starting school. The school has a monitoring stage in its system for identifying children who have additional needs. The class teacher completes a cause for concern sheet, which specifies what the perceived difficulty is. Teachers and the SENCO then discuss possible actions.

At this stage, parents are informed and asked to ensure that their child has had recent sight and hearing tests so that these reasons can be ruled out. The class teacher and the SENCO assess and monitor the children's progress usually over a period of a term. However, this period can vary according to the individual needs of the child.

Class teachers have pupil progress meetings each term with the head teacher, to ensure all children are making good progress. If your child is not making adequate progress, the SENCO or class teacher, the school will inform you and set up some support.

Support may take place for a short period or over a longer period. However, all children learn regularly in small groups in class, sometimes with Teaching Assistants, in order to support their learning. We notify parents at this point.

If your child is still not making progress, the school will discuss with you any concerns you may have, any further interventions or referrals to outside

professionals to support your child's learning and discuss how we could work together, to support your child at home and in school.

What should a parent do if they think their child may have special educational needs?

First, please make contact your child's class teacher. If you still have concerns, you can contact the school's SENCO (Miss Smith) or the head teacher.

What is the role of the class teacher?

Class teachers will have the highest expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Teachers ensure that they use a variety of methods to teach lessons; therefore catering for your child's learning style. Teachers also plan, teach and review lessons, which incorporate specific support strategies (which may be suggested by the SENCO, Specialist Inclusion Teacher or staff from outside agencies).

Class teachers ensure that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). They monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support or adapting resources) and discussing amendments with the SENCO as necessary. Class teachers are responsible for writing Individual Education Plans (IEPs). They also review these and share them with parents at least once each term. This informs planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made, to enable them to be included and to make progress is the responsibility of the class teacher. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Class teachers should follow the SEN Policy. Please arrange appointments with class teachers via the school office.

What is the role of the teaching assistant?

Teaching assistants work in each class and they are very experienced in meeting the needs of SEN pupils. They have the support of the SENCO and the specialist teacher, and work under the direction of the class teachers. Teaching assistants have had training in autism, reading recovery, precision teaching, dyslexia and speech and language programmes. Some teaching assistants have extensive experience of meeting the needs of ASD children and are competent in implementing social stories, sensory stories, visual timetables and predicting where a child may experience anxiety and distress and are able to take appropriate steps to prevent this. When sitting examinations, for example the Year 6 SATs, the children can be supported one to one, have timed breaks, be granted additional time or be in a quiet setting to avoid distractions.

A teaching assistant may be allocated to work with a small group or with a pupil with exceptional educational needs and/or disabilities. Teaching assistants are also be allocated to support the delivery of an Individual Education Plan or a Learning Plan. Teaching assistants are involved in evaluating group tasks and feeding back key information to the class teacher, SENCO and/ or specialist inclusion teacher (Mrs Crook).

What is the role of the SENCO?

Coordinating all the support for children with special educational needs and / or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

The SENCO ensures that parents and guardians are involved in supporting their child's learning, kept informed about the support the child is receiving, involved in reviewing how they are progressing and have the opportunity to provide feedback on new targets on Individual Education Plans or Learning Plans. The SENCO also liaises with all other people who may be coming into school to help support your child's learning. For example Speech and language Therapy, Educational Psychology etc. Updating the school's SEN monitoring and tracking is also the responsibility of the SENCO. The SENCO works closely with the school's specialist inclusion teacher (Mrs Crook). Mrs Crook works alongside the class teachers and teaching assistants to monitor the progress of children with Learning Plans and review and update provision. Organising training of staff so they are aware and confident about how to meet the needs of children with special educational needs is the responsibility of the SENCO.

Please contact our SENCO (Miss Smith) by arranging an appointment through the school office. A SEN forum takes place each term and invites are distributed by the SENCO.

What is the role of the Head Teacher?

The Head Teacher is responsible for the day to day management of all aspects of the school, this includes support for children with SEN and/or disabilities. She will give responsibility to the SENCO, class teachers and subject leaders but is still responsible for ensuring that your child's needs are met.

Mrs Ward makes sure that the Governing Body is kept up to date about any issues in the school relating to SEN and/ or disabilities.

Our Head Teacher can be contacted via our website or through the school bursar or secretary.

What additional support is offered to families?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher, or may involve other staff in the school, staff who will visit the school from the Local Authority central services such as our Outreach Team or Sensory Service (for pupils with a hearing or visual need), staff who visit from outside agencies such as Speech and Language Therapy or other agencies that the school see fit to seek support or information from relating to your child's specific needs.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

All children in school have targets and are involved in the target setting process. Children on the SEN register are offered the opportunity to comment on new IEP or Learning Plan targets and also given the opportunity to evaluate progress when the learning plan/ learning plan is reviewed.

All children have the opportunity to comment on their annual report. We have school council representatives for all Key Stage One and Two classes and pupil attitude questionnaires are completed in Key Stage 2. Listening to the views of the pupils in school feeds into the annual process of subject and school development planning.

What arrangements does the school make for consulting with the parents and carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. Each teacher has a surgery one night a week. The SENCO offers a weekly surgery for parents of children with SEN too. We can offer advice and practical ways that you can help to support your child at home

Each term the SENCO offers an SEN forum.

Your child may have an Individual Education Plan or a Learning Plan. This should outline targets for your child. Parents receive a copy and an opportunity to discuss the content. We are very keen to discuss the plans, to enable a discussion to take place regarding suggestions as to how you can support your child's learning at home.

If your child has complex SEND they may have an EHCP. In such instances, a formal, annual meeting will take place to discuss your child's progress.

We offer consultation evenings to all parents in the Autumn and Spring Term.

Parents have the opportunity to discuss the annual report, in the Summer Term, if they feel it is necessary.

How will the curriculum be matched to my child/young person's needs?

Teaching staff provide curriculum overviews in the form of a termly letter. These are available to parents on the school website.

Teachers differentiate lessons. This enables the children to access learning according to their specific needs. This might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated or extra adult support planned.

The class teacher and the SENCO will discuss a child's needs and plan support.

This is detailed on the Individual Education Plans, Learning Plan or lesson plans.

Children with SEND will have access to the appropriate resources needed in order to help them to make progress.

The SENCO reports to the Head teacher and Governors regularly.

How accessible is the school environment?

To assist with access the school has ramped entrances, a disabled toilet and wider internal and external doors. The school's Accessibility Plan is available in school.

The governors have a nominated member, who is specifically responsible along with the Head teacher and the Special Educational Needs Co-ordinator, for all matters connected with special needs provision. The Special Needs Policy is reviewed annually.

The environment is designed to support children with individual needs e.g. visual timetables, coloured overlays/ rulers.

The school has a disabled parking bay.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?
How is the decision made about the type and quantity of support my child/young person receives?**

The school has allocated funding for a specialist teacher to help in the observation and assessing of children.

Children can be screened for dyslexia/ dyscalculia by the specialist teacher. This teacher also uses assessments to identify speech and language, behavioural and memory difficulties. The specialist teacher is qualified to carry out these very detailed Standardised tests and the SENCO uses this information to feed to class teachers and to parents and to plan appropriate interventions. In the case of children with hearing impairments, visual impairments or medical needs equipment and training is provided by the NHS, for example diabetes training.

As a school we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), speech and language therapists, occupational and physiotherapist, social workers, educational psychologists and other specialist advisory teachers.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Class teachers monitor progress. We review progress formally every term using Key Learning Indicators. However, if your child is in Year 1 or above, but is not yet accessing the National Curriculum levels, a more sensitive assessment tool is used (PIVATS) which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (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 the results published nationally.

The decision whether a child can access these tests will be in discussion with the class teacher, Head Teacher, SENCO and parent/guardian.

Children with SEN support will have an Individual Education Plan or a Learning Plan. The progress of children with an EHCP (previously a statement) is formally reviewed with parental involvement 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 learning and in any group that they take part in.

A range of ways will be used to keep you informed, which may include homework diaries, or home/ school contact books, letters, certificates, additional meetings as required, annual reviews or end of year reports.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The school budget, received from Lancashire County Council, includes money for supporting children with SEN.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs about SEND in school, including:

Children receiving extra support already

Children needing extra support

Children who have been identified as not making as much progress as would be expected

We review resources, training and support regularly.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly. As a school we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Golden Hill Inclusion Support Team (GHIST), speech and language therapists, occupational and physiotherapist, social workers, educational psychologists and specialist advisory teachers.

Mrs Crook has a range of qualifications related to special educational needs.

BEd(Hons) - PGAdCert Primary Specialist - PGAdCert SEN Dyslexia & Dyspraxia
PGDip Language & Communication Impairments in Children.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We encourage all new children to visit the school prior to starting. We can create class books or 'social stories' with/for the children if transition is likely to prove challenging. For children starting in Reception, the Head teacher and Early Years team, holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is shared and all needs are discussed and understood.

Transition between year groups and key stages within the school managed as part of our annual programme of transition and handover to the next class teacher. In the Summer term, the Reception class team invite new parents to an information evening for new parents. In addition to this, all teachers host an information evening in September to share useful information about class routines, the curriculum and expectations for each year group.

If your child has complex needs, then an EHCP review will take place.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

How will my child/young person be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment takes place prior to any off site activity to ensure everyone's health and safety. We offer a variety of after school clubs during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

What support and arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the school day?

Some children have individual support at the beginning and end of the day and during break or lunch times. Where this is the case, this is detailed on the child's Individual Education Plan or Learning Plan.

What support will there be for my child/young person's overall well-being?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in the class.

The school has a policy regarding the administration and managing of medicines. Parents can view a copy on the school website.

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.

The majority of staff hold first aid qualifications.

Some members of staff working in the Foundation stage have the Paediatric First Aid qualifications too.

We have separate policies which outline our approach to behaviour management and bullying. These are available from the school office.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

What reports on the outcomes of children/young people with special educational needs do you create?

Evaluated IEPs and Learning Plans termly.

We monitor the progress of all pupils using the Lancashire Tracker.

Are the view of children/young people with special educational needs sought?

Yes via the school council, subject leader interviews with pupils, feedback from subject champions, pupil attitude questionnaires and feedback from annual reports.

Are the view of parent/cares of children/young people with special educational needs sought?

Yes via the annual questionnaire to parents and the SEN forum (termly).

Who are these various reports presented to?

The Head teacher, senior leadership team and governors share key data with teaching staff during staff meetings.
How are improvements identified and actioned?
Key issues discussed and if relevant actioned via the school/ subject development planning cycle.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We access a range of support from the following services, depending on the needs of individuals at any time:

Counselling

Additional Educational Psychology input to provide a higher level of service to the school

Outreach services provided by Lancashire County Council

Speech and Language therapy (provided by health but paid for by the Local Authority)

Occupational Therapy

Golden Hill Inclusion Support Team (GHIST),

Professional training for school staff to deliver medical interventions

Behaviour advice service

Parent Partnership Service (to support families through the SEND processes and procedures).

Children and Family Wellbeing Service

Child Action North West

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The class teacher is the first person to contact if you have a query regarding your child. If the issue is not resolved, please make an appointment to see the SENCO and then the Head teacher.

Please refer to the school website for the formal complaints policy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The school SENCO is able to provide contact detail of support services for children/young people and their parents/carers with special education. Information is also on the Lancashire County Council website- <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers.aspx>

Where can I find information on where the local authority's local offer is published?

Our Local Offer is on the school website in the SEN section-
www.grimsargh-st-michaels.lancs.sch.uk

Lancashire County Council's Local Offer - <http://www.lancashire.gov.uk/send>