**Special Educational Needs and Disabilities (SEND) Report - June 2020**SEND Co-Ordinator: Miss H Smith, SEND Governor: Mr M Smith

SEND Policy Reviewed: 18th May 2020

Dear Parents,

The teachers and teaching assistants at Grimsargh St Michael’s have continued to support the needs of all learners in our school, including our 21 pupils with identified additional needs. They have done this in a variety of ways both before and after the school was forced to close to the majority of pupils due to COVID-19. In order to better assess the commitment to Special Educational Needs and Disabilities, I encourage you to visit the school website and read the SEND policy, Information Report, Accessibility Plan and the local offer. The documents reflect our current SEND provision to children in more normal times.

**SEND activities and provision currently offered in school:**

* Miss Smith continues to update staff on any SEND Reforms ensuring that the teachers are informed of new developments and initiatives. She provided updates on the monitoring systems within school and also cascaded information to non-teaching staff and parents of SEND children via the Parent Forums. During the Autumn and Spring Miss Smith informed parents and other carers about relevant issues such as ‘dyslexic tendencies’ and the ‘word gap’ in the transition from primary to secondary school.
* Wider use of electronic systems improved the communication between staff in school and different agencies (Health, Education, etc.), allowing for more efficient SEND monitoring and logged chronologies using the CPOMs. Information about pupils, including record-keeping and monitoring is more efficient and secure.
* Miss Smith and Mrs Wilcock continue to use the online Boxall Profile to assess the strengths and needs of individuals and generate specific learning objectives/ targets. The targets are shared with class teachers and also used to inform the planning for the nurture groups. In the future, class teachers will be involved in the assessment stage using the Boxall Profile.
* The school has continued to re-invest in new materials to enhance the quality of teaching and learning in our intervention groups/ sessions. New activities include IDL Maths,which is used to tailor maths activities to individual’s needs. The school also invested in Lego therapy training and resources/activities. Initially Lego Therapy will be used with children with Autistic tendencies or specific speech and language targets from the speech and language therapists. Two staff have trialled the use of this resource in the first term and half of the academic year. Miss Smith and Mrs Lovatt will disseminate this information and share the resources with teachers and teaching assistants during the Autumn Term 2020, with a view to using Lego Therapy with small groups throughout school.
* Two teaching assistants are skilled in the use of Social Stories for select children to improve their social skills and the help our pupils with emotional issues. They continue to share their knowledge with other staff who develop social stories with individuals throughout school.
* The Lancashire tracker continues to be used to monitor the progress of all children and Miss Smith carefully monitors the progress of the SEND children and reports the findings to the SLT. The data is used to gauge the success of activities/ extra provision and to assess the progress of pupils with Special Educational Needs over periods of time. It reflects the school’s commitment to the ‘assess, plan, do and review’ cycle.
* Our specialist inclusion teacher, Mrs Crook, continues to provide weekly visits to offer vital support to teachers with specific SEND assessments and she offers advice to parents of those pupils who need support. Teachers identify children who may have a specific difficulty or seem to be falling behind and Mrs Crook carries out relevant assessments. Mrs Crook works closely with Miss Smith and the other teachers to ensure that the Learning Plans reflect the needs of individual children. Miss Smith and Mrs Crook meet each week and use one session per half term to evaluate the progress of individuals and set priorities for the next half term.
* Other specialists visit school to support children. These include speech and language therapists, key workers from the Children and Family Wellbeing Service, specialist behaviour teachers, Golden Hill Inclusion Service (GHIST), and physiotherapists. Some pupils in Reception, Year 1 and Year 2 are being offered ‘Time to talk’ support to aid communication skills. Staff from other outside agencies provides extra support, guidance and plans/activities for teaching and non-teaching staff to use with specific children during extra provision time. Such targets and activities are included on IEPs, Provision Maps and Learning Plans.
* There are seven Nurture Groups spread over six year groups in Key Stage 1 and 2 that strive to meet the variety of needs of many different pupils in the school, including pupils who require one to one support.
* Engagement in a wide range of extracurricular activities continues to be very popular and includes many different sporting activities in the mornings, before school and after school.
* The SENCO and the Head teacher have received training for Mental Health First Aid to equip our school with better knowledge and procedures relating to mental health issues in children.

**Additional COVID-19 SEND provision offered during home learning include**

* Pupils are offered differentiated tasks to complete based on age and learning needs.
* Teaching staff continue to be socially curious and ensure that they check in with families using the SEESAW learning platform, Teachers to Parents communication system or e-mail.
* Some children enjoy virtual meetings, which provide face to face contact between teachers and children. The meetings prove successful and continue to have a positive impact on pupils’ health and wellbeing.
* Throughout lockdown, Miss Smith liaised with all the teaching staff about the well-being of the children on our SEN register. She continues to enquire about the participation in home learning tasks and when necessary, Miss Smith and/ or the class teacher contacts families by e-mail or telephone to ensure that the children have access to home learning and relevant resources. Miss Smith and other teaching staff provide paper based tasks for some children who required them.

**Priorities for next year:**

* If possible, the SEND parent forums will continue. The focus for the meeting in the Autumn Term is Lego Therapy. Topics for the Spring and Summer Term of 2021 are to be confirmed in the new academic year. In addition to being informative, the forums provide an opportunity for parents to pose questions about SEND provision and resources within school.
* During the Autumn Term, Miss Smith will produce the annual SEND Data Analysis. This is a useful document,which helps to analyse the impact of interventions, inform future targets for development and tailor our provision.

At Grimsargh St Michael’s, we continue to aim to develop every child intellectually, socially, morally, spiritually and culturally within a caring, supportive and stimulating environment, based on the values of the Christian faith, taking into consideration each child’s different needs, abilities and interests. Please read the Single Equalities Policy on the school website to better understand how the school aims to achieve this. Many pupils continue to be recognised for a very wide variety of things in their school life, including their academic progress, behaviour, attitude to learning, kindness to others’ and attendance to school.

Any parent who has concerns or queries about Special Educational Needs issues, is welcome to meet with Miss Smith, the SEND Co-ordinator.

Matthew Smith

SEND Governor