



St Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Special Educational Need and Disability (SEND) Information Report

Introduction

St. Michael's CE Junior is a mainstream school for children aged 7 – 11 years. As a Church of England school our guiding principle is one of inclusion, care and nurture. At St. Michael's CE Junior School we have a graduated approach to Special Educational Needs and Disability (SEND), ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our Inclusion Policy, which outlines these purposes, nature and management of SEND within our school.

Admission Arrangements

Children with SEND are admitted under the same criteria as other children

Our Inclusion Policy Aim

Through our Christian ethos we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our Christian community. Through appropriate curricular provision, we respect the fact that children have different educational and behavioural needs and aspirations, require different strategies for learning and acquire, assimilate and communicate information at different rates.

Q: What is the definition of Special Educational Needs and Disability?

The Code of Practice: 0-25 years (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Q: What is the Local Authority Local Offer?

The Children and Families Bill (2014) stated Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND) aged 0-25 years. This is the 'Local Offer'

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Hampshire Local Offer can be accessed at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Q: What is the SEND Information Report?

The SEND Information Report uses the Hampshire Local Offer to meet the needs of pupils with SEND as stated in school policy, and the provision that the school is able to meet.

Q: What kinds of special educational needs might the children at St. Michael's CE Junior School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction e.g. speech and language or autistic spectrum disorder
- Cognition and learning/ specific learning difficulties
- Social, emotional and mental health difficulties
- Physical and sensory e.g. physical, hearing or visual.

Q: How does the school know if children need extra help and what should I do if I think my child has a Special Educational Need and Disability (SEND)?

At St. Michael's CE Junior the children are identified as having SEND through a variety of ways:

- Links with previous school
- Child performing below age expected levels
- Concerns raised by parents
- Concerns raised by teacher e.g. behaviour or self-esteem affecting performance
- Links with external agencies e.g. Primary Behaviour Service
- Health diagnosis by a paediatrician, which affects a child's ability.

Q: How will I raise concerns if I need to?

- Talk to your child's class teacher first or the Special Educational Needs Coordinator (SENDCo), then the Head Teacher.
- We have an open door policy and hope that our parents will feel confident to approach us with any concerns they have.

Q: How will school support my child?

- The SENDCo will oversee all support and progress of any child requiring additional support
- It is the class teacher's responsibility to meet the needs of all children in their class through classroom organisation, teaching materials, teaching style and differentiation; to ensure that progress is made in every area
- There may be a Learning Support Assistant (LSA) working to support your child either individually or in a small group. This may be to support with activities within the classroom

or for a specific intervention programme. The class teacher will explain this to you and how regularly the sessions will take place.

Q: How are governors involved and what are their responsibilities?

- The SENDCo reports to the governors every term to inform them of progress of children with SEND. Confidentiality is maintained at all times
- The SEND Governor will meet regularly with the SENDCo and then report to governors
- In partnership with the Headteacher and the SENDCo, the governors agree priorities for spending within the SEND budget; the overall aim is that children receive the support they need in order to progress.
- Q: How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?
- Work within the class is pitched at an appropriate level to enable all children to have access to the curriculum according to their specific needs. There may be as many as five different levels of work taking place in one lesson
- The class teacher oversees which group will work with an LSA, the class teacher or independently. The LSA supports children across all abilities
- This differentiation allows all children access to the curriculum but also increases their independence.

Q: How will I know how my child is doing and how will you help me to support my child?

- We offer an open door policy and you are welcome any time to make an appointment with the class teacher or SENDCo to discuss how your child is getting on. However to ensure we are able to give time to the discussion it is best if you speak to your child's class teacher at the end of the day. Additionally we can offer practical advice to help your child at home
- We believe your child's education is a partnership between home and school. Therefore we keep communication channels open, especially if your child has complex needs
- If your child is categorised as needing SEND Support their targets will reflect their area of need. These class/group targets are reviewed at the end of an intervention or half term. The targets are SMART (specific, measurable, achievable, realistic and time scaled). The expectation is that your child will achieve the target by the time it is to be reviewed
- If your child has complex special educational needs they may have an Education and Health Care Plan (EHCP). This means formal meetings will take place each year to discuss progress and a report will be written after the meeting. Targets will still be identified for your child.

Q: How does the school know how well my child is doing?

- At school we measure children's progress in learning against national and age-related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. The children are tracked through various methods to give a fair assessment of their progress
- Children who are not making expected progress are picked up through regular review meetings with the class teacher, SENDCo and the Senior Leadership Team (Headteacher and Deputy Headteacher). In this meeting it will be discussed why individual children are not making expected progress and what further support will be given. However if a child is not making progress or reaching expectations it does not mean they need SEND Support
- If a child has not met a given target, the reasons for this will be discussed and the targets may be adjusted or adapted into smaller steps or a different strategy tried.

Q: What support will there be for my child's overall well-being?

- We are an inclusive Christian school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to children's well-being. We have a caring and understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, health and social care of every child in the class. The class teacher is, therefore, the first point of contact for parents. If further support is needed the class teacher will liaise with the SENDCo for further advice. This may involve working alongside external agencies e.g. Health and Children's Services and/ or Primary Behaviour Service (PBS)
- The school has three ELSAs (Emotional Literacy Support Assistants) who work under the direction of the SENDCo with vulnerable children and their parents. The ELSA team will write to parents if they feel ELSA is appropriate for a child
- Additionally we have staff trained in a wide range of skills to support children emotionally either through group work or as 1:1 sessions.
- The school also has a Family Support Worker who provides further support for parents and children as needed. She can signpost parents to local support groups or amenities

Q: How does the school manage the administration of medicines?

- The school has a policy regarding this which can be found on the school website
- Parents need to contact the school office if medication is recommended by health professionals and is to be administered during the day. Parents will need to complete the administration of medicine form (on school website)
- The school office staff oversee and administer prescribed medication to children
- Staff are trained regularly on the administration of Epi-pens.

Q: What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children
- Class expectations and consequences are clearly displayed in each classroom
- If your child has behavioural difficulties, an Individual Behaviour Plan (IBP) will be written to identify the specific issues, put relevant support in place and set targets. Exclusion levels are very low in school as a result
- After any incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child can do differently next time to change and improve behaviour
- Attendance is monitored on a daily basis; lateness and absence are recorded and reported to the Headteacher. All unexplained absences are followed up with a phone call home on the first day of absence. Good attendance is actively encouraged throughout the school and certificates awarded.

Q: How will my child be able to contribute their views?

- Each class have a School Council representative which has an open forum for any viewpoint to be expressed and they meet regularly. The School Council report back to their class and highlighted issues are passed to the Senior Leadership Team
- Children with an learning or behaviour difficulties are involved in setting their own targets
- There is an annual questionnaire where we actively seek the views of parents and children
- There is an opportunity to speak with or email the Family Support Worker or SENDCo
- If your child has an Education and Health Care Plan, their views will be sought before any review meetings. If they cannot record their own views then they will be supported to have their views written for them.

Q: What services and expertise are available at/accessed by the school?

- Our SENDCo is a qualified teacher who attends regular county and national training updates, and meets with other local SENDCos
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs. These include: behaviour intervention, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists, social services- locality teams, social workers and educational psychologists.

Q: What training have the staff had in order to support children with SEND?

- All staff are trained, both teaching and non-teaching, to support a child with SEND. This training is regularly updated.

Q: How will my child be included in activities outside the classroom including trips?

- All children where possible are included in all parts of the school curriculum including educational visits off the school premises. Additional staff and/or parents will support children if necessary to enable all children to safely take part in all activities.

Q: How accessible is the school environment?

- The school site covers 7 acres and the building is 2 storey. Where possible, level access is available to some ground floor classrooms and also the reception but, due to the building design, the classrooms upstairs can only be accessed by a flight of stairs, with a handrail.

Q: How will the school prepare and support my child when joining and transferring to a new school?

- We encourage all new children to visit the school prior to starting at the school. For children with SEND we might arrange additional familiarisation visits. The SENDCo is the point of contact for children arriving or arrange the visits and are a good point of contact to discuss year 2 transition.
- When SEND children are preparing to leave us, we arrange extra visits to our local secondary schools to help with transition
- We have close links with St. Michael's Infants for Year 2 transition and staff will liaise to make transition to our school as positive as possible. When children are in Year 6 staff from Alderwood, Ash Manor, All Hallows and Farnham Heath End schools come in to meet with the Year 6 teachers and also spend time in school to meet the children
- We liaise closely with staff in other schools to make sure all paperwork is passed on and all needs are discussed and understood
- If your child has complex needs then a review will be arranged for a transition meeting which involves all parties concerned.

Q: How are the school's resources matched to SEND needs?

- The needs of children with SEND are met as fully and, to the best of the school's ability, as far as school funds allow
- Staff teams are funded from the budget to deliver programmes designed to meet the needs of SEND
- The SEND budget is allocated on a needs basis; those most in need are given most support.

Q: How is the decision made about what type and how much support my child will receive?

- The class teacher and the SENDCo will discuss those needs and how they are to be best met
- Individual children will require varying amounts of support in order to reach age-expected levels.

Q: How do we know if it has had an impact?

- By reviewing children's targets and making sure they are being met
- The child is making progress academically against national/age related expectations
- Improvement within standardised tests
- Verbal feedback from teachers, parents and/or pupils
- Children may move off the SEND register if they have made sufficient progress.

Q: Who will I contact for further information?

- First point of contact is your child's class teacher. You could also arrange to meet with the SENDCo: R.Ellis-Davies@st-michaels-jun.hants.sch.uk
- Look at the Inclusion Policy on the website
- Contact Support4SEND (formerly Parent Partnership) email: enquiries.support4send@hants.gov.uk
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Please contact the school's admin office on 01252 322933 if you wish your child to join St. Michael's CE Junior School. We will also be pleased to make an appointment to discuss your child's education needs in more depth.

Reviewed by the Schools Governing Body on 9th February 2023