



St. Michael's
Church of England Primary Academy

Policy

Special Educational Needs Information Report

Date Agreed:	December 2024	Review Date:	December 2025
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<p>What types of SEN do we provide for?</p>	<p>A special educational need can be categorised into:</p> <ul style="list-style-type: none"> • Communication and language; • Cognition and learning; • Social, emotional and mental health difficulties; • Sensory and/or physical needs.
<p>How do we identify and assess pupils with SEN?</p>	<p>The class teacher will identify a child with a special education need when their progress:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same baseline; • fails to match or better the child’s previous rate of progress; • fails to close the attainment gap between the child and their peers; • widens the attainment gap. <p>In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered about the pupil’s progress, alongside national data and expectations of progress. This will include formative assessment, using a range of tools and early assessment materials. For higher levels of need, more specialised assessments from external agencies and professionals will be sought.</p> <p>Our information gathering will include an early discussion with the pupil and their parents. The discussions with parents will develop a good understanding of the pupil’s areas of strength and difficulty, the parents’ concerns, the agreed outcomes sought for the child and the next steps. Other sources of information may include:</p> <ul style="list-style-type: none"> • Observations • School based test results • Information from pupil progress meetings held termly • Information from parents and carers • Information from the pupil • Specialist assessments carried out by the school support services • Information from previous settings • Discussions with staff who work with the pupil • Records of Concern kept by the class teacher
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<ul style="list-style-type: none"> • Mr. P. Hynan – Headteacher • Miss. R. Soor - SENDCo • Both can be contacted via the school office
<p>What is our approach to teaching pupils with SEN?</p>	<p>The graduated approach is adopted at St. Michael’s to teach pupils with SEN:</p> <p>Assess: The class teacher, working with the SENCO and parents, will draw on: assessment information of the pupil; the pupils’ previous progress and attainment; information from other school staff; comparison to the pupils’ peers and national data; the pupils’ own views; and advice from external agencies.</p> <p>The assessment is reviewed at regular intervals.</p>

	<p>Plan: The teacher, and the SENCO, will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. These will be recorded on an Individual Target Plan (ITP).</p> <p>All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.</p> <p>The support and intervention will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.</p> <p>Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.</p> <p>Do: The class teacher will remain responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.</p> <p>Review: Teachers will continue to observe and assess the impact of the additional support and include the child in this process. There will then be a review meeting with the teacher, parent/carer and child to find out how the plan has supported the child to make progress. The quality of the support will be reviewed. Review meetings take place regularly. At this meeting, a decision will be made, either to discontinue the additional support and provision because the child has made sufficient progress to close the gap, or to continue/adapt the support and prepare another plan. If the child continues to make no or very little progress, a decision will be made about involving outside agencies.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The support provided will depend on the SEN, it is additional to or different from usual the curriculum, it can take the form of:</p> <ul style="list-style-type: none"> • small group work; • paired work; • pre-tutoring; • extra guided sessions; • different teaching approaches; • specific interventions such as sparkly folders (6 pocket folders); • specific resources such as writing frames, specific practical apparatus in maths.
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We are inclusive at St. Michael's. Pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated.</p> <p>The support provided usually falls into one of the following categories:</p> <ul style="list-style-type: none"> • Direct or indirect support in the classroom; • Focused withdrawal support from the classroom. <p>We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.</p>

	<p>The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents are consulted regularly to discuss: in the assessment stages of a SEN; on the adjustments, interventions and support to be put in place; on how to support pupils at home with their SEN; on the impact that the graduated approach.</p> <p>In addition, our school aims to regularly involve parents through a variety of different ways:</p> <ul style="list-style-type: none"> • Parents' evening • Regular meetings with SENDCo, class teacher and support staff • Target setting so parents can see what their child is working on next • Regular newsletters to inform you of what's happening in school • Curriculum leaflets to let you know what your child will be learning that term • Home reading logs • Information on school website Signposting to parent groups and schemes • Parents questionnaires • Parent views on individual target plans • Parent coffee morning/afternoons
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>For pupils with SEND we use a variety of strategies to support this including:</p> <ul style="list-style-type: none"> • Involvement of the pupil in review meetings • Self-assessment at the beginning and ending of learning • Person Centred Reviews • Having a range of equipment available for the pupil to choose from • Ensuring the pupil works with a range of partners • Ensuring the pupil has a named adult they can go to if they need help • School Council • One-page pupil profiles • Visual timetables • Communication cards
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>All pupils are tracked termly through school-based assessments and teacher observations.</p> <p>In addition, pupils with SEND are tracked using the Birmingham Language and Literacy Continuum and Maths Toolkits which support assessment when a pupil is making smaller steps of progress.</p> <p>SEND pupils are set individual targets through Individual Target Plans (ITPs); these are reviewed at least 3 times a year, and are shared at reviews with parents.</p> <p>This helps the school to monitor how well interventions are working. The progress of each pupil is discussed at pupil progress meetings with the class teachers, phase leaders, Head Teacher, Deputy Head teacher and SENDCo when required.</p>
<p>How do we support pupils moving between</p>	<p>To support transition, we will share information with the new setting, college or other setting the child or young person is moving to. We will agree with parents and pupils the information to be shared as part of this planning process.</p>

<p>different phases of education?</p>	<p><u>When starting at our school we:</u></p> <ul style="list-style-type: none"> • See the child in their current setting if appropriate • Meet with or speak to staff at the pupil’s previous school or setting • Provide the pupil with a transition book of photographs of the key staff and areas around school if appropriate • Read reports from people who have worked with the pupil • Arrange visits to our school before the pupil starts • Give adults working with the pupil a one-page profile describing the things that help to support them in school <p><u>When moving to a new year group we:</u></p> <ul style="list-style-type: none"> • Introduce the pupil to their new teacher individually • Arrange class visits to the new year group • Provide the pupil with a transition book that has photographs of key staff and areas around school to look at during the holidays • Talk to the pupil and their family to answer any questions about the new year group • Give any adults working with the child a one-page profile describing the things that can support them in school • In the Summer Term a SEND handover meeting is arranged. At this meeting all the teachers share information about the SEND pupils that they have been working with that year. There is an opportunity for teachers to share what has and maybe what hasn’t worked so well for the pupil. <p><u>When moving to a new school:</u></p> <ul style="list-style-type: none"> • Where a pupil is receiving targeted or specialist support we will invite key staff from the new school to a transition review. This may be held early to ensure transition work can be undertaken. If appropriate this may take the form of a Person-Centred Review (PCR), but each review will be tailored to fit the needs of the child and the support they need • Talk to key staff at the new school about things that will help the pupil to learn well and be happy • Arrange extra visits to the new school with a member of our staff • Talk to the pupil and their family so we can answer any questions they may have about the new school • Where appropriate a transition pack will be provided
<p>How do we support pupils preparing for adulthood?</p>	<p>The support we provide will centre around the child’s own aspirations, interests and needs. All professionals working with the child will share high aspirations.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Children can benefit from the support of appropriate agencies. Children can be referred to a variety of support services by the SENDCo with parental knowledge or permission.</p> <p>For example:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Pupil, Academy Support Service • City of Birmingham Academy (behaviour support services) • Barnardo’s • Speech and Language Therapy • CAMHS • Academy Nurse

What expertise and training do our staff have to support pupils with SEN?

Funds from the Notional SEN budget is used to train teaching staff to support SEN pupils.

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on-going training, both in school and off-site.

How will we secure specialist expertise?

We purchase services to secure specialist expertise, these may include:

Agency or Service	Who they work with:
Educational Psychology Service	Children with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Pupil and School Support (PSS)	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in Language, Literacy and Maths. Individual assessments of pupils who are not making progress in Language, Literacy and Maths and advice on next steps.
Speech and Language Therapy Service (SaLT)	Children who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Communication and Autism Team	Children with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service	Children with visual or hearing impairments. Provide school with advice regarding resources and strategies to support children with sensory impairments
Wilson Stuart Outreach	Children with gross motor skill difficulties. Provide school with advice regarding resources and strategies to support children with physical difficulties.
City of Birmingham School (Behaviour support)	Children with challenging behaviours. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Health professionals	Provide advice and support for staff working with individual children with health needs. School Nurse Occupational therapist Physiotherapist Child Development Centre
CAMHS	Children with specific mental health issues e.g. anxiety/ depression.

<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>When a SEN arises that required equipment or facility adjustments these will be considered by the Headteacher and adaptations made accordingly. There is wheelchair access, which is allocated at the front of the building through the main academy entrance and at the back of the building leading to the car park. There is a disabled toilet facility and a lift on site.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>St Michael's believes that working co-operatively with other professionals and settings is in the best interests of children. At key transition points (nursery to Primary or Primary to Secondary) the SENCo will be involved in information sharing about children. This may be through telephone conversations and/or academy visits.</p> <p>We endeavour to support parents/carers of children with complex needs, in choosing the most appropriate educational setting for their child.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We review individual needs termly but this can be more frequent. We consider the impact of our approach to SEN provision accordingly and how this can be improved.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If you have a complaint about the school please contact Mr P Hynan (Head Teacher) and we will do all we can to resolve the issue.</p> <p>Our school and Governing Body take complaints seriously and will act upon these on an individual basis. If for any reason you are unhappy with how the school has dealt with your complaint, then you can outline your concerns in writing to the Governing Body.</p>
<p>Who can young people and parents contact if they have concerns?</p>	

<p>What support services are available to parents?</p>	<p>Our school SENCO will be able to advise you on the support services available to you, both locally and nationally.</p> <p>It is recommended that you contact your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.</p> <p>Parent Partnership Services are a support service we also recommend to you. They can offer independent and unbiased advice and information about the assessment procedures and educational provision for your child.</p> <p>Other agencies that can be contacted are:</p> <ul style="list-style-type: none"> • Special Educational Needs Parent Partnership Service • Birmingham Families and Safeguarding Team • Communication and Autism Team (CAT) • Forward Thinking Birmingham (Previously CAMHS) • Educational Psychology Service (EPS) • Sure Start • Barnardo's • ADDISS (The National Attention Deficit Disorder Information and Support Service)
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The Birmingham Local Authority's offer can be found at:</p> <p>https://www.birmingham.gov.uk/localoffer</p>