



## St Michael's Church of England School

### SEN Information Report

#### St Michael's Vision Statement

##### *Enabling every child to flourish as a child of God*

St Michael's is committed to meeting the needs of every pupil at the school. The school offers a broad and rich curriculum where children experience quality first teaching and are included in all aspects of school life.

We value Special Educational Needs and work hard to make sure a child's individual needs are being monitored and provided for.

#### What kinds of SEN does St Michael's provide for?

St Michael's are a one form entry school with children who have a diverse range of needs. We offer support for the following areas:

- Communication and Interaction (Autistic spectrum disorder, Asperger's syndrome, speech and language difficulties)
- Cognition and Learning (Moderate learning difficulties, specific learning difficulties, dyslexia)
- Social, Emotional and Mental Health Difficulties
- Sensory, Medical and/or Physical (hearing impairment, sensory processing difficulties, epilepsy)

Pupils with additional needs take part in all activities within the school and are encouraged to reach their full potential.

#### Who do I speak to if I have concerns about my child?

If a parent has concerns about their child they should speak to the class teacher first. If the parent and teacher think it would be good to look closely at their needs then the next person would be the Inclusion Manager, who at St Michael's is Ms Asante. The governor who holds responsibility for SEN is Tillie Bentil Mensah.

#### What are St Michael's policies with regard to the identifying pupils with SEN and assessing their needs?

It is very important that all of our pupils enjoy success and achievement and make progress in all areas. Through pupil progress meetings and analysis of data, children who are underachieving and not reaching their full potential are quickly identified and extra provision put in place. A variety of ways are used to identify and assess children with SEN.

We follow the following procedure within the school:

1. Initial concerns are raised about a child academically, socially or emotionally. Parents and teacher to have an initial conversation to establish needs and expectations
2. If concerns continue SENCO, SENCO will carry out an observation
3. Interventions will be discussed and put in place
4. Depending on the outcomes, with parental consent outside agencies may be contacted.
5. The outside agencies will then advise and support school with interventions and strategies.

If needs are complex, severe and enduring and the school and outside agencies feel that further support is needed we can make an application for an Education, Health, Care Plan Assessment.

### How do we involve parents?

Parents will formally meet with the class teacher four times a year – the introduction workshop at the beginning of the year and termly parents evening. Communication is key, therefore teachers may make contact with parents when necessary and likewise parents can make contact with the class teacher if required. At the end of the year parents will receive a written report to outline achievement, progress and effort.

Parents of children with EHCPs will meet with the class teacher, the Inclusion Manager and any other additional adults involved in supporting their child's learning once a term. There will also be an annual review at the end of the year to discuss progress and plan next steps. Children will be involved in parts of the meeting and share their views through their personal profile.

If outside agencies are involved in supporting your child's learning you will also be part of a consultation meeting to plan the support the needs of your child.

Pupils will be supported when there are significant changes to their learning for example change of phase group or transition to Secondary school.

Parents are welcome to contact the Inclusion Manager if they have any concerns or require advice.

### What are the arrangements for assessing and reviewing the progress of children with SEN at St Michael's?

The class teacher will continuously be reviewing progress, throughout lessons and interventions which will shape future learning. Progress is also reviewed through the entry and exit data, and in some individual cases, One plans which have termly targets.

Termly pupil progress meetings each term are used to assess and review the progress of children.

- Progress is reviewed through target setting, end of year reports and weekly assessments in maths
- Where necessary we use further assessments to assess reading/spelling age, dyslexia speech and language and social and emotional difficulties

- Regular meetings will be held with the parent and child to assess and review progress

#### How does St Michael's evaluate the effectiveness of provision for pupils with SEN?

All teachers are committed to the achievement of the child through quality first teaching and tailored interventions and differentiated work to enable the child to be the best they can be.

We evaluate the effectiveness by:

- Pupil Progress Meetings – Every term SENCo, Senior Leadership, Class teacher and TA meet to discuss the children's progress. During these meetings, whole school data is analysed and a collaborative discussion takes place addressing any children/groups that need extra support.
- Pupil/Parent questionnaires- Parents and pupils are asked about their children's progress
- Data Analysis – All pupils are assessed on a termly basis. This data is analysed and it is immediately highlighted if any child is underachieving or not reaching full potential.

#### How is the learning environment and curriculum adapted for children with SEN?

All children have access to quality first teaching and teachers have high expectations for all children. Teaching and learning in classrooms is underpinned by this policy and work is differentiated to meet the needs of all children. The class teacher will make provision for your child.

This may include:

- A visual timetable in every classroom
- An individual visual timetable where necessary
- Children are positioned strategically in classroom (for example if they have a hearing impairment)
- Learning environment adapted for example having an individual workstation
- A scaffolded and differentiated curriculum to meet the needs of children to match the child's ability and their way of learning throughout the day
- Adult support during lesson time
- A range of learning materials or special equipment and relevant changes to learning environment
- An intervention which will be either in a small group or individual support, either in or out of the classroom; this is reviewed regularly to monitor progress and effectiveness
- Additional adult time to plan and implement the intervention and to monitor its effectiveness.
- Pre-learning time where children are introduced to the topic before the class
- Putting in place specific strategies (which may be suggested by the Inclusion Manager or external agencies) to enable your child to access the curriculum.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).

Children identified as having SEND will have their assessment needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Using a different space
- Additional time
- Having a scribe
- time-breaks
- 1:1 adult support

Every effort is made to ensure that children are included with their peers for as much as possible. When they are withdrawn from the class for additional support, care is taken to ensure each child has access to the full curriculum.

### What additional support for learning is available for children with SEN?

Every class at St Michael's has a teaching assistant or Higher Level Teaching Assistant. Teachers and Teaching assistants are provided with specific training tailored to their class needs

Interventions may include: 1:1 reading, social stories, social skills group, precision teaching, PAT, Toe by Toe, IDL, Booster phonics, booster maths and literacy fine motor skills, targeted comprehension groups, Circle of friends and speech and language groups.

All extra curricular activities are available to SEN children unless it is contrary to themselves or the safety of others.

We have a Service Level Agreement with:

- Drumbeat who are ASD teachers and specialist advisers who offer training and advice to children families and professionals
- Educational Psychologist
- Specific Learning Difficulties team

We also work with Lewisham's Outreach Inclusion Service who work with children who present a range of social and emotional needs.

We can make referrals to Occupational therapists, Speech and language therapists, Health visitors, School Nurses, and other relevant professionals.

The Inclusion Manager will make appropriate referrals to support the child's needs, in liaison with the family, and will continue to liaise with outside agencies where an assessment has indicated a need.

### What activities are available for children with SEN in addition to those available in accordance with the curriculum?

Kagan learning style is a strategy used at St Michael's to enhance the children's engagement in their own learning and to give the children an opportunity to learn in mixed ability groups. Children are encouraged to reflect on their learning by talking and working with learning partners and/or small groups. They are also given opportunity to mark their work with peers, discussing next steps in their learning, which enhances their progress and helps them to be independent.

## How are children with SEND identified? How do I get to know my child has SEND?

We provide an ALERT program, quiet lunch time arrangements which are targeted for specific children.

We have a calm room which although used by others has been specifically set up to meet the needs of specific children during allocated times.

## What support is available for improving the emotional and social well-being of children with SEN?

Our Inclusion Manager along with the Deputy Head will ensure there is support for children with social, emotional and behavioural barriers to learning. This can include long and short term difficulties such as anger management, friendship issues, changes to family life, attachment issues, low confidence and poor self-esteem. If you are aware that your child might be feeling sad or anxious due to changes in circumstances, please let us know and we will do what we can to support you and your child.

- We work with targeted family support to support emotional well-being of the children
- Our Outreach Learning Mentor runs a social skills group
- We have a games room at playtime with alternative activities
- We may run 'Circle of Friends' to support children with social skills
- We seek external support from Educational Psychologists and referrals to CAMHs
- The SENCO has attended the Mental Health First Aid Training

## What is the level of expertise and training of staff in relation to SEN?

We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

In order to keep up to date with current legislation and changes in practice, the SENCO will attend regular forums at the Local Education Authority.

Ms Asante, the Inclusion Manager has a degree in psychology a Post Graduate Certificate in Education and has achieved the National Award for SENCOs.

## How is equipment and facilities to support children with SEN secured?

St Michael's has a range of resources to support SEN, including:

- Health Care plans to ensure medical and health needs are met are put into place as required, and reviewed regularly.
- There are wider doors in some areas of the school.
- There are accessible toilets within the school.
- Ramps are used when the height alters from one area to another.
- The Accessibility plan is regularly reviewed by the Head of School and Governors.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- We have a variety of equipment to support learning needs and any further resources can be sourced by the Inclusion Manager.

### What are the arrangements at St Michael's for consulting with parents of children with SEN?

At St Michael's regular meetings take place with the Inclusion manager and class teacher to review needs. The Outside agency meetings take place to review targets and monitor the progress of the child (for children with EHCPs or children with SEN support undergoing assessment). We have an open door policy- the Inclusion Manager is available to meet with parents to discuss a child. We hold annual reviews annually.

### What are the arrangements at St Michael's for consulting children with SEN?

It is important to gain the views of the children and understand their views. Pupil voice is gathered on one page profiles. Inclusion Manager informally interviews children on the interventions they are receiving

### What do you do if you have a complaint about the provision for your child?

We welcome feedback from parents. If a parent is unhappy they should initially speak to the Inclusion Manager , Deputy head or Headteacher.

It is hoped that a solution would be reached between school and parents but if a problem still exists parents may seek advice from the SEN governor and if a child has an EHCP, the Local Authority.

Parents may also be signposted to SENDIAS(Special Educational Needs Disability Inclusion Service). For further details on how to make a complaint please see the Complaints Policy.

### What specialist services are available at St Michael's?

St Michael's works with a range of professionals who support the school with identifying , assessing and managing provision for children with SEND.

- Drumbeat who are ASD teachers and specialist advisers who offer training and advice to children families and professionals. Our SLA offers us 3 visits a year.
- Educational Psychologist have 3 visits a year
- Specific Learning Difficulties team have 3 visits per year
- Outreach inclusion weekly service
- Speech and Language Therapists
- We can make referrals to Occupational therapists, Speech and language therapists, Health visitors, School Nurses, and other relevant professionals.

### What are the contact details of support services for children with SEN?

**Special Educational Needs**  
**32 Kaleidoscope Child Development Centre, Rushey Green**  
**SE6 4JF**  
**Tel: 02030491475**  
**Email: [sen@lewisham.gov.uk](mailto:sen@lewisham.gov.uk)**

**SENDIAS (Special Educational Needs Disability Inclusion Service)**

Contact number 0203 319 2163,

Email: [Lewisham@kids.org.uk](mailto:Lewisham@kids.org.uk)

**ASD Support**

**Drumbeat Brockley School**

**Revelon Road**

**London**

**SE4 2PR**

**Tel: 020 7635 9022**

**Speech and Language**

**Kaleidoscope Lewisham Children's and Young People's Centre,**

**32 Rushey Green, Catford, SE6 4JF**

**Telephone: 020 7138 1464**

**What are St Michael's arrangements for SEN children when transferring between phases or to the next stage of education?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

All children are visited at home or at their nursery when starting school. If your child has an identified SEND before they start their education at our school we will make contact with the relevant people to ensure we are fully informed about their identified need and to plan the SEND provision in our school setting. They will have additional setting visits to spend time in the environment and to familiarise with staff. They will also be provided with pictures of staff and the setting to have over the summer holidays.

Transition meetings are held for children in EYFS, KS1 and KS2 who are likely to find it difficult. This will include parents, class teacher and inclusion manager and any outside agency where relevant. In this meeting a transition plan is discussed and targets set. We will meet with you to share views, discuss further strategies and support. A graduated transition is timetabled for SEN children entering the EYFS if full time is challenging.

If joining from another school:

- You will be able to visit our school and meet with class teacher and Inclusion Manager
- A transition booklet will be given if necessary to familiarise your child with the environment and adults involved in their learning
- The school will make contact with the previous school
- The Inclusion Leader will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.

If your child is moving to another school:

- We will contact the school's Inclusion Leader and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The Inclusion Manager and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school at the SENCO Primary Secondary Meeting.
- Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Secondary transfers are arranged in Year 5 for children with an EHCP.
- Transition workshop led by Outreach team

[Where is the local authorities offer published?](#)

As a school we offer a range of interventions know as our local offer. Lewisham Local Authority has also published its own local offer which can be accessed on the link below.

The intention of the local offer is to improve choice and transparency for families. All schools are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible by the LA and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

Lewisham's local offer is available on site below.

<http://www.localoffer.lewisham.gov.uk/>

St Michael's local offer is available on the school's website