



St Michael's C E Primary

SEND Information Report Policy

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (*Our children*)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (*Luke 8:8*)

Table of Contents

1. Intro 2
2. Compliance 2
3. Definition 2
4. What kinds of SEND are provided for at our school? 3
5. What is our policy for identifying children with SEND and assessing their need? (including name of SENDCO) 5
6. What arrangements do we have for consulting parents of children with SEND and involving them in their children's future? 6
7. What arrangements do we have for consulting young people with SEND and involving them in their education? 6
8. What arrangements do we have for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review? 7
9. What arrangements do we have for supporting children and young people in moving between phases of education and in preparing for adulthood? 8
10. What are our approaches to teaching children and young people with SEND? 9
11. How are adaptations made to the curriculum and the learning environment of children and young people with SEND? 12
12. What type of expertise and training do our staff have to support children and young people with SEND, including how specialist expertise will be secured? 12
13. How do we evaluate the effectiveness of the provision made for children and young people with SEND? 14
14. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND? 15
15. How do we provide support for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying? 16
16. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families? 16
17. What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school? 17

Intro

Special Educational Needs and Disability is also called SEN or SEND.

Our school promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with SEND (including those with communication and interaction difficulties, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.) We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Compliance

This report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0-25 (published June 2014/last updated 30 April 2020)
pages 78 – 109

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions
(published 1st Sept 2014/last updated 16th Aug 2017)

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

And the Local Authority SEND Report:

<https://www.northumberland.gov.uk/SEND-Local-offer.aspx>

Definition

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

‘A child or young person has SEN 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 a young person has a learning difficulty or disability if he or she:

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

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

pages 16-18

What kinds of SEND are provided for at our school?

The SEND Code of Practice 2014 lists 4 broad areas of SEND

You can find out more about how we give support in sections 10 and 12

Communication and interaction

This includes

Children and young people with speech, language and communication needs (SLCN)

Children and young people with ASD, including Asperger’s Syndrome and Autism

Cognition and learning

This includes:

moderate learning difficulties (MLD),

There are two additional types of learning difficulty:

Severe learning difficulties (SLD)

profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensor impairment

Usually these learners attend specialist schools, but occasionally they attend a mainstream school.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

becoming withdrawn or isolated,

displaying challenging, disruptive or disturbing behaviour.

mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

attention deficit disorder(ADD), attention deficit hyperactive disorder(ADHD) or attachment disorder.

Sensory and physical needs

This includes:

vision impairment (VI),

hearing impairment (HI)

multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or habilitation support.

physical disability (PD)

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

pages 97-98

What is our policy for identifying children with SEND and assessing their need?
(including name of SENDCO)

Our policy is:

Some children arrive at our school with identified SEND, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment, parents will be contacted to discuss these concerns so they can share their views. At this stage an Initial Concern form will be completed. Our school will then follow an Assess Plan Do Review model which helps plan how to support learning needs and monitor progress with a view to a pupil making good progress.

Assess :- Establishing a clear assessment of the pupil's needs.

Plan :- with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Do :- Implementing the interventions, with the support of the SENCO.

Review: - review the effectiveness of the interventions, and making any necessary revisions.

However, if concerns continue and, with further consultation with parents and pupil (where appropriate), then pupils will be moved to a further stage of SEN support. Sometimes at this stage the school will call upon support from an outside service to help with assessment. Pupils and parents will develop a Pupil Profile which outlines the support that will be put in place.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher.

SENDCo: Cate Mackay

(cate.groome-mackay@stmichaelsalnwick.northumberland.sch.uk 01665 602850)

HEADTEACHER: Gavin Johnston

(gavin.johnston@stmichaelsalnwick.northumbeland.sch.uk 01665 602850)

Sometimes a child needs SEND support for a short period of weeks or months. In those cases, once the support is successful the child may no longer need additional support. We would, however, continue to monitor your child's progress.

Some children will need long-term support. They may need a formal plan and the involvement of other services. In these cases we will ask the local authority to support us. That support could be a visiting professional or an Education Health & Care Plan

You can find out more about a graduated approach to SEND at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

pages 94-97

What arrangements do we have for consulting parents of children with SEND and involving them in their children's future?

At St Michael's we recognise that parents know their children best. We pride ourselves on close liaison with all our parents. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.

You will see in many sections of this SEND Information report how the school consults with families and involves them.

We also:

Invite all parents/carers to meet with their child's class teachers at three formal parents' evenings during the year where we will discuss and review their progress.

Provide an annual written report and termly targets.

Invite parents of children, identified as having SEND, to a consultation once a term where a Pupil passport will be shared, discussed and agreed which details possible additional support, interventions and targets.

Written records of concerns and next steps are recorded through the Initial Concern form, Pupil Profile/Passport or in the case of high needs of SEN a SEN Support Plan or EHCP all of which are developed with the involvement of pupils and parents.

What arrangements do we have for consulting young people with SEND and involving them in their education?

Children's views matter to us. We take a child-centred approach:

As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

Discussion about their learning involves all children. They are aware of their curricular targets and are encouraged to self-review against these.

It is important to us that all children are aware of their individual strengths and feel supported and valued in our school.

What arrangements do we have for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review?

Children with SEND may need to make one or two kinds of progress:

Academic progress. This measures how well they are learning in their subjects.

Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess academic and personal development progress:

Your child's progress is continually monitored by his/her class teacher

His/her progress is reviewed formally in our Pupil Progress meetings each term.

If your child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'

At the end of each key stage (i.e. at the end of Reception, Year 2 and Year 6) all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.

All Children on the SEND register have a Pupil passport or Support plan which have individual targets and is reviewed every term and the plan for the next term made.

The agreed targets allow us to focus on non-academic progress measures eg attention, concentration, communication, social awareness as well as progress in Maths and English.

The progress of some SEND children is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess personal development progress:

- o Your child's progress is continually monitored by his/her class teacher
- o All children on the SEND register have an ISP (individual support plan) which is reviewed every term and the plan for the next term made. The ISP targets allow us to focus on non-academic progress measures as well as progress in maths and English. Eg attention, concentration, communication, social awareness
- o The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

What arrangements do we have for supporting children and young people in moving between phases of education and in preparing for adulthood?

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

In normal circumstances the arrangements will be as below however current circumstances may mean that adaptations will need to be made to our arrangements for support for transitioning pupils. Rest assured we will still endeavour to ensure that your child's transition will be as smooth as possible.

If your child is joining our two year old provision or nursery from a preschool setting or our Reception from a different nursery setting:

We will visit your child in their current setting, with your permission, and arrange for them to visit our school with you to enable them to become familiar with staff and environment.

We will contact the SENDCO to ensure we know about any special arrangements or support that your child may need.

We will make sure that all records about your child are passed on to us as soon as possible.

We will also ensure that a 'settling in' meeting will be held soon after starting in addition to more informal updates and discussions.

If your child is moving to or from another school:

We will contact the school SENDCO and ensure both schools know about any special arrangements or support that need to be made for your child.

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 both through informal discussions and more formal written information; and in most cases, a transition meeting will take place where future targets will be discussed.

All children have an opportunity to spend time with their new class teacher at the end of the summer term to familiarise themselves with new friends, adults and classroom environment.

If your child would be helped by a book to support them in understanding moving on then it will be made for/with them.

In Year 6:

The SENDCo will meet with the SENDCo and the Director of Learning for Year 7 from the secondary school (Duchess's Community High School) to discuss the specific needs of your child

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Your child will visit their new school on several occasions throughout the year alongside their classmates.

What are our approaches to teaching children and young people with SEND?

St Michael's follows the Graduated approach to SEND support and provides three levels of support:

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level will have their progress being carefully tracked and reviewed.

For your child this would mean that:

the teacher has the highest possible expectations for your child and all pupils in their class.

all teaching is building on what your child already knows, can do and understands.

a variety of ways of teaching are in place in class so that your child is fully involved in their learning.

Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.

Your child's teacher may have carefully checked on your child's progress and decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Level 2:

School Support

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions or support within class to accelerate their progress to age-related expectations. School support can include specific group work or specified individual support. The SENDCO, class teachers and support staff will work closely together to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean that he/ she will take part in fixed term group sessions with specific targets to help him/her make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and may be:

- Taught inside or outside the classroom.
- Taught by a teacher or a Learning Support Assistant who has had training to run these groups.

Level 3:

High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized support to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional support from the Local Authority. Parents can also request support.

This means your child will have been identified by the class teacher/ SENDCo/Head Teacher as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

Sometimes your child will also need specialist support from a professional outside the school. This may be from:

Local Authority central services such as the LIST team (Local Inclusion Support Team), Visually Impaired Service and Hearing Services

NHS services for children such as the Speech and Language therapy (SALT) Service, Occupational therapy or physiotherapy.

For your child this would mean:

Your child has been identified by the class teacher/ SENDCo/Head Teacher or parents could have raised their own concerns resulting in the need for specialist input instead of, or in addition to, quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them more effectively.

Support to set targets which will include their specific expertise.

A group run by school staff under the guidance of the outside professional.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

page 99

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

We may make these adaptations to the curriculum:

adapted use of ICT equipment for children with physical needs

alterations to the classroom layout for children with HI or VI

We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life eg sports events, educational visits

Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

What type of expertise and training do our staff have to support children and young people with SEND, including how specialist expertise will be secured?

Type of need	What we offer. What other services and expertise we access.
speech, language and communication needs (SLCN)	Support staff with additional training. E.g. 2 x Talk boost School has access to a speech and language therapist who comes into school to assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered. We also have access to a specialist teacher/speech and language therapist in the LIST team who provides expert advice on language and communication needs.
ASD, including Asperger's Syndrome and Autism	Staff receive training on 'Understanding ASD' as appropriate. We also have access via the LIST team to a specialist teacher.

learning difficulties (MLD, SLD, PMLD)	Teaching staff receive CPD as required eg Understanding working memory. We also have access to specialist support from the LIST team.
Specific learning difficulties (SpLD).	We have resources available in school to help identify children with specific learning difficulties. We also have access to specialist support from the LIST team.
Social, emotional and mental health difficulties (SEMH)	2 TAs have received ELSA training 1 TA has received Art Therapy training. We also have access to specialist support from the LIST team. We can refer children to the primary mental health team, the school nurse and the CYPS team for advice and support.
vision impairment (VI),	We access support from the Sensory Support service at a level deemed appropriate by them.
hearing impairment (HI)	We access support from the Sensory Support service at a level deemed appropriate by them.
multi-sensory impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them.
physical disability (PD)	We offer a school building that is fully accessible to children with mobility issues. We have an HLTA who has received training in gross and fine motor skills development. We can also request support from occupational therapy, physiotherapy or a school nurse.

Staffing

Directly funded or provided by the school:

1 HLTA (Higher level Teaching Assistant)

5 Teaching Assistants

We also have good working relationships with Children's Service Care. Social services will provide support if a child is 'looked after' or may be involved if a child has an EHC plan.

Training

The school is committed to providing training and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. Induction protocol is followed for new staff with relation to SEND.

After training all staff complete a CPD record and a copy of this is kept in their personnel file for reference. As appropriate this training is shared / disseminated with other staff.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Level 1:

Quality First Teaching (QFT)

Teachers constantly reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Informal discussions and termly review meetings between the class teacher and SENDCo allow an evaluation of the effectiveness of the strategies and resources used. Observations are also used to establish the effectiveness of QFT.

Level 2:

School Support

The SENDCo and teacher evaluate the effectiveness of the group interventions at the end of each cycle. We discuss this with parents so they can comment on the impact they think the intervention has had as well.

Wherever possible we use interventions that have a proven record or are based upon advice given by experts.

Level 3:

High Needs

As well as the ways identified above the effectiveness of the provision for children with High Needs funding or Education Health and Care needs plans is monitored annually by the Local Authority.

Evaluation of 2019 - 2020

18% of the children are on the SEND register. The register is reviewed termly and children can be added / taken off the register as appropriate to their levels of learning and progress. The % of SEND therefore fluctuates throughout the year.

The attainment and progress of children with SEND is analysed termly by class teachers and SLT. Provision is adapted and amended to meet the needs of the children at each stage of their educational journey.

Throughout the lockdown due to Covid 19 SEND children continued to be supported and encouraged to participate either in online learning or to access school. All children, including SEND, were monitored concerning both their academic and emotional well-being.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

As a wholly inclusive school who pride ourselves on working with all children. Please look at our website to see some of the wonderful activities available to all our children including those with SEND.

We welcome ideas and suggestions about how we can make our school even more inclusive.

Please also see SECTION 12 – Expertise and our Accessibility Plan

How do we provide support for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying?

Level 1

We know our children at St Michael's really well and every member of staff treats our children equally but as individuals. The class teacher is the first person to offer pastoral care.

Level 2

If a child needs something more we can offer support through nurture groups or 1:1 mentoring.

Level 3

If there is a greater concern we would work with the family to produce a formal support plan which may include advice from outside agencies.

Please also see section 12 (SEMH)

St Michael's has effective systems in place for preventing bullying highlighted with our Anti-bullying accreditation 2015 and our commitment to Anti-Bullying week.

For further information please see our Behaviour and Anti-Bullying policies.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

See SECTION 10 and SECTION 12 above.

Northumberland County Council's Advice and Support Service for SEND

(which can be found on Northumberland County Councils website - <https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>) can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are:

Telephone: 01670 623555

Email: alison.bravey@northumberland.gov.uk

Local Offer

The Northumberland Local offer is provided by Northumberland County Council to provide information about what is available in Northumberland for children and young people aged 0- 25 years with special education needs and or a disability (SEND) and their families. Further information can be found via the NCC website:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

In the first instance please contact Cate Mackay (our SENDCo) providing details of your concerns and who you have already discussed these concerns with.

Cate Mackay cate.groomemackay@stmichaelsalnwick.northumberland.sch.uk

01665 602850

If you are not satisfied with the outcome of that consultation then contact our SEND Governor:

Lee Boyling on 01666 602850 (school contact)

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the school governing body, local authority or other organisations. We will seek support from the local authority to provide this advice to you.

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the school governing body, local authority or other organisations. We will seek support from the local authority to provide this advice to you.

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

Chair of Governors

Signed:.....

Print Name:Katja Purvis.....

Date:... ..12th July 2022.....

Head Teacher

Signed:.....

Print name:.....GAVIN JOHNSTON.....

Date:12th July 2022.....

REVIEW DATE ... July 2023.....