

ST. MICHAEL'S CATHOLIC PRIMARY SCHOOL

SEN Information Report 2014/15

Introduction

All Newham schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The Local Authority 'Local Offer'

What is the 'Local Offer?'

The *Children and Families Bill* became enacted in July 2014. The Bill requires Local Authorities and schools to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is known as 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 that is available in the local area.

The London Borough of Newham's Local Offer can be found on the *Newham Website* www.newham.gov.uk. It provides parents with the information they need to be able to access services in their area and what to expect from these services.

The 'School Offer'

What is the 'School Offer?'

The 'School Offer' describes the arrangements we make that are 'additional and different' for pupils with a Special Educational Need. This information has been produced together with parents, carers, school staff, other professionals and our children and will be reviewed annually.

The 'School Offer' can be found on the Schools Website www.st-michaels.newham.sch.uk. It provides an overview of the schools graduated response to children's needs, along with additional information regarding the provision pupils with a Special Educational Need, can expect to receive at *St. Michael's Catholic Primary School*.

Special Educational Needs:

Children and young people's Special Educational Needs are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

(CoP 6.28-6.35 Jul 2014)

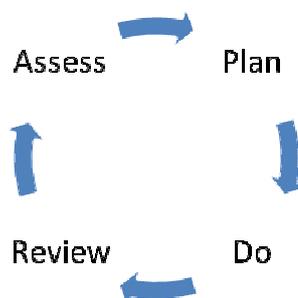
At *St. Michael's Catholic Primary School*, we embrace the fact that every child is different and therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

Whole School Approach:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional interventions and support cannot compensate for the lack of good quality teaching' (CoP 6.37 Jul 2014)

At *St. Michael's Catholic Primary School* all teachers are responsible for every child in their care, including those with special educational needs. We continually strive to offer quality first teaching in every classroom, using a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: *Teachers, the SENCo and Other Professionals have access to a range of assessments to help us to identify a pupil's specific area of need. Any assessments that are carried out will be discussed with Parents/Carers and pupils.*

Plan: *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will plan the next steps together.*

Do: *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will work together to implement the agreed intervention/additional support as set out in the plan*

Review: *Parents/Carers, pupils, teachers, the SENCo and Other Professionals will review progress as a result of the intervention/additional support and begin the process again, as appropriate*

How does the school know when a pupil has learning difficulties or a special educational need?

We know that a pupil may need extra help if;

- concerns are raised by parents/carers, teachers or the pupil

and

- little or no progress is being made

or

- a pupil's behaviour or progress begins to change

What should I do if I think my child may have a Special Educational Need and/or a disability?

At first, you should discuss any concerns that you may have with your child's class teacher.

If you still have concerns then you should discuss these with the schools Special Educational Needs Coordinator (SENCo), Mrs Sarah Cox.

How is the curriculum adapted to ensure it is accessible to pupils with a Special Educational Need?

- Teachers plan and adapt lessons/activities to ensure they meet the needs of all pupils
- Differentiated work is planned to ensure all pupils are accessing the curriculum at an appropriate level
- A range of teaching strategies are used as appropriate, for example, practical activities, real life experiences, role play
- A range of resources are used as appropriate, for example, visual prompts, writing frames, ICT
- Additional adult support is provided as appropriate

What support can the school provide for pupils with an identified Special Educational Need?

Every child's need is considered on an individual basis and the support we offer is tailored to help meet that need.

A wide range of Interventions, strategies and resources are used to support pupils of all abilities across the school. These interventions are continually evaluated and reviewed to ensure they are effective and that pupils accessing them are making expected progress. Some interventions are delivered outside of the classroom to small groups of pupils or 1 to 1. Additional adult support can also be provided in class, again to support small groups of pupils or 1 to 1. As part of the review process parents/carers are kept informed regarding the support the school is providing for their child and we openly encourage school and home working together to provide the best possible support for all our children.

What specialist support or services does the school have access to for pupils with a Special Educational Need and their families?

In addition to the Interventions and support we can offer at *St. Michael's Catholic Primary School*, for our pupils with a Special Educational Need, it is sometimes necessary to consult with outside agencies for more specialist advice and guidance.

These agencies include:

- Speech & Language Therapy Service for Schools (NHS) (SLT)
- Language, Communication and Interaction Service (LCIS)
- Complex Needs and Dyslexia Service (CN&DS)
- Behaviour Support Services (BSS)
- Child Development Centre (CDC)
- Developmental Advisory Clinic (DAC)
- Child and Family Consultation Service (CFCS)
- School Health Service (NHS) *including the School Nursing Service*
- Occupational Therapy Services for Children (NHS)
- Educational Psychology Service (EPS)
- The Brentwood Catholic Children's Society (BCCS)

What training do the staff who support pupils with a Special Educational Need at St Michael's Catholic Primary School have?

Training for staff at *St. Michael's Catholic Primary School*, is tailored to meet the needs of the pupils currently in school. The school has access to training sessions offered by the outside agencies listed above and can request training in specific areas, to support the individual needs of pupils with a Special Educational Need. The Special Educational Needs Coordinator (SENCo) is a qualified teacher and also holds the National Accreditation for Special Educational Needs and leads a team of support staff with a range of skills and knowledge across the school.

How does the school know whether pupils with a Special Educational Need are making progress?

- Individual targets are set for each pupil, relating to their area of need and teachers planning will offer opportunities for each pupil to learn, practice and achieve their targets
- Pupil Progress Meetings are held each term where class teachers meet with the Senior Leaders of the school and the SENCo to discuss the progress of all pupils in their class

- Any additional interventions are monitored very closely – a baseline assessment is always made at the beginning of an additional intervention, clear targets are set and a final assessment completed at the end, to measure progress.

How will I know how my child is progressing?

- Parent Consultation Evenings are held once a term giving you the opportunity to discuss your child's progress
- Review meetings take place at the end of each term with the parents/carers of pupils with a Special Educational Need, in addition to, the Parent Consultation Evenings
- Parents are encouraged to make an appointment with the class teacher and/or the school's SENCo, via the school office, if they wish to discuss their child's progress at any time during the school year
- Teaching staff are usually available when they dismiss the children at the end of each school day, if parents/carers would like a brief discussion, or to arrange an appointment for another mutually convenient time.

What arrangements are made to support pupils with a Special Educational Need taking part in activities outside of the classroom, including after school clubs, educational visits and residential trips?

Pupil's needs are considered on an individual basis and appropriate procedures are put in place to support them to access all areas of the curriculum. The school works together with the pupil's parents/carers to ensure that arrangements are in place for every child to access all aspects of school life.

What should parents/carers do if they have a complaint about the provision the school is providing to support their child's Special Educational Needs?

In the first instance parents/carers should contact the schools Special Educational Needs Coordinator (SENCo), Mrs Sarah Cox. If parents/carers do not feel that their complaint has been resolved then they should arrange to meet with the Acting Head Teacher, Mrs Katy Ward. If parents/carers still feel their complaint has not been dealt with to their satisfaction, then they should contact the Chair of Governors. The school office can provide contact details for the SENCo, Head Teacher and Chair of Governors.

Who can parents/carers contact for further information?

If parents/carers wish to discuss their child's educational needs or have a concern regarding their child's schooling they can contact one of the following, via the school office - tel: 0208 472 3964:

- Their child's Class Teacher
- The Special Educational Needs Coordinator (SENCo), Mrs Sarah Cox
- The Acting Head Teacher, Mrs Katy Ward

- The Acting Deputy Head Teacher, Miss Lynsey Bohane