



**St. MICHAEL'S**  
CE (CONTROLLED) INFANT SCHOOL

# **Special Educational Needs and Disability (SEND) Information**

Reviewed July 2022

To Be Reviewed by June 2023

## **SEND Information - St Michael's C of E Infant School (Mainstream setting)**

At St Michael's C of E Infant School we strive to support **all** children to enable them to achieve their best at school. In order to do this many steps are taken to support them through their learning journey. High quality teaching is vital, however for some children there are occasions when further additional support is needed to help them achieve.

Our Special Needs Co-ordinator (SENDCo) is Mrs Karen Barnett. She is responsible for managing and coordinating the additional support in school for the children with Special Educational Needs. This includes working with the children, parents, teachers, support staff and outside agencies to help our children with Special Educational Needs make good progress, both personally and academically.

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

At St Michael's C of E Infant School the children are identified as having Special Educational Needs (SEND) through a variety of ways. These may include:

- Liaison with a pre-school or previous school
- Concerns raised by parents
- Concerns raised by teacher e.g. behaviour or self-esteem affecting performance
- A child performing significantly below age related expectations or not making progress
- Liaison with external agencies e.g. speech and language
- Health diagnosis through paediatrician

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

- Talk to the class teacher first.
- Make an appointment to speak to Mrs Karen Barnett (SENDCo). If you have further concerns then please speak to the Headteacher.
- We have an open door policy and hope that parents will feel confident to approach us with any concerns they have.

### **Q: How will the school support my child?**

- The SENDCo will oversee the support and progress of any child on the Special Educational Needs register.
- The class teacher plans differentiated work for each child with additional needs to ensure that progress is made in every area.
- There may be a Learning Support Assistant (LSA) working with your child either individually or in a small group. This may be support with activities within the classroom

or may be a specific intervention programme. The class teacher will explain this to you and how regular the sessions will be.

- For children with significant needs, a provision map will be made to show how your child is being supported. This will be shared with you termly.

**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 Special Educational Needs or Disabilities (SEND). Confidentiality is maintained at all times.
- The governor responsible for SEND meets with the SENDCo termly and then reports to governors.
- In collaboration 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 his or her specific needs.
- This differentiation allows all children access to the curriculum.
- Additional visual or concrete resources are provided to support children with their learning.
- If your child is working below the Key Stage 1 subject specific curriculum, they will take part in Engagement Model activities. More information about this will be provided to you if your child is taking part.

**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. 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 has a Special Educational Need and they are on the schools Special Educational Needs Register, an Individual Education Plan (IEP) will be created with appropriate targets for your child. This plan is reviewed termly and a copy will be shared with parents at parent's evening. The targets on the IEP are SMART targets (specific, measurable, achievable, realistic and time scaled) and the expectation is that your child **will achieve** the target by the time it is to be reviewed

- If your child has **significant and complex** Special Educational Needs they may benefit from additional provision detailed in an Education Health and Care Plan (EHCP). This requires involvement from an Educational Psychologist and an application to be made to Hampshire SEN Services. If your child is successful in securing an EHCP, reviews will take place annually to discuss progress and a report will be written and sent to the Local Education Authority after the meeting.

**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. Children are tracked through various methods to give a fair reading of their progress
- Children who are not making expected progress are picked up through regular review meetings with the class teacher and the Senior Leadership Team. In this meeting it will be discussed why individual children are not making expected progress and what further support will be given.
- When a child's IEP is reviewed comments are made against targets to show the child's progress. If the child has not met the target, the reasons for this will be discussed and the targets may be adjusted or adapted into smaller steps or a different strategy tried.
- Personal achievements are highly valued at our school and are recorded on the back page of each IEP to show personal development as well as academic progress.

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

- We are an inclusive 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 Social Services and/ or Behaviour Support Team (BST).
- The school has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo and Head teacher with vulnerable children and parents during the school day. Children can be referred to our ELSA through the class teacher in agreement with parents and carers.
- Children have various additional needs, and some may require help with toileting. This will be managed in school after consultation with parents.

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

- Please see the schools Administration of Medicines Policy
- School staff oversees and administers prescribed medication to children.

- Staff are trained regularly with updates on conditions and medication affecting children so that all can help to manage medical situations

**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
- If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will be written alongside the child and parent to identify the specific issues, put relevant support in place and set targets. Exclusion levels are very low in school as a result.
- If a child exhibits continuous challenging behaviour, your child's class teacher may suggest a referral to the Behaviour Support Team. This will be discussed with parents/carers before the referral goes ahead.
- 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.

**Q: How will my child be able to contribute his or her views?**

- Where appropriate, children with an Individual Education Plan or a Behaviour Management Plan are involved in setting their own targets.
- There is an opportunity to speak at any time to the SENDCo.
- If your child has an Education, Health and Care Plan, their views will be sought before any review meetings.

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

- Our SENDCo is fully qualified, accredited and attends regular training updates
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs. These include: behaviour intervention, health- GPs, clinical psychologist, 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 children with SEND. This training is regularly updated. In addition we have a number of staff trained in specific interventions to support SEND or emotional and behavioural difficulties.

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

- All children are included in all parts of the school curriculum including educational visits off the school premises. Additional staff will support children if necessary to enable all

children to safely take part in all activities. We also welcome parents of children with additional needs to accompany their child on school trips.

**Q: How accessible is the school environment?**

- The school site is accessible for all; ramps , disabled toilet and fire exits are all accessible
- Parents with disabilities may obtain a driveway pass (disabled badge)

**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 for a tour of the school. For children with SEND we encourage additional familiarisation visits.
- We run an extra session for parents to welcome our new entrants. These provide an opportunity for children and parents to meet school staff, and for parents to talk about any additional needs that their child has.
- When children are preparing to leave us, we arrange extra visits to our local junior school to help with transition.
- 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
- If a child continues to have **significant** difficulty over a period of time and does not make progress despite reasonable adjustments and interventions, your child's class teacher may suggest applying for additional support through an EHCP. This will then be discussed further with the SENDCo.

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

- By reviewing children's targets on IEPs and making sure they are being met
- The child is making progress academically against their starting point
- They are narrowing the gap with their peers
- Verbal feedback from teachers, parents and/or pupils
- Children may move off the register if they have caught up or 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 Mrs Karen Barnett (SENDCo) who can be contacted via the school office
- Look at the SEND policy on the website
- Contact Parent Partnership [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)
- Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Hampshire's Local Offer [www.hantslocaloffer.info](http://www.hantslocaloffer.info)
- If after you have spoken to the Class Teacher, SENDCo and the Headteacher you still have concerns regarding your child's Special Educational Needs the school has a complaints policy which is available from the school office