



St Michael and All Angels Catholic Primary School

The Gospel Values of Love and Respect are at the Heart of Our Community



SEN Information Report

At St Michael and All Angels we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. High Quality Teaching is essential; however for some children, there are occasions when further additional support may be needed to help them achieve their targets and to fulfil their potential.

St Michael and All Angels is an inclusive school which offers a range of provision to support children with the following needs: communication and interaction, cognition and learning, social, emotional and mental health, and sensory or physical needs. The range of support given will be tailored to the individual needs of our pupils to maximise progress, following appropriate assessment.

We encourage children to work towards becoming independent and resilient learners and we support them to play an active part in school life.

The following information sets out the systems and procedures that are in place in our school.

A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We have set out our SEN Information Report through a series of questions through which you can get more information. This page will be amended in response to any changes in information as appropriate. You may also wish to refer to our SEN Policy <http://www.smaaa.info> for further information.

Ms M Trayer is the SENCo 0151 477 8400

Miss P Burrows is the SEN Governor and can be contacted via school 0151 477 8400.

1. How does St Michael and All Angels know if my child needs extra help?

We know when pupils need help if:

- Information is passed on by other settings and previous schools
- Baseline assessments, progress data and end of Key Stage results
- Observations and information from teaching staff
- Concerns are raised by parents/carers, teachers or the child. If concerns are raised by staff, you will be contacted by your child's class teacher so that a meeting can be held to gather your views and the views of your child;
- If limited progress is being made and targeted teaching has not met the child's needs;
- If there is a change in the pupil's behaviour or progress.

2. How can I let St Michael and All Angels know that I am concerned about any area of my child's development?

- If you have any concerns about your child's progress you should speak to your child's class teacher initially. The class teacher will inform the SENCo, Ms Trayer;
- If you wish to discuss your concerns in further detail, you can make an appointment to speak with Ms Trayer at the school office (477-8400);
- Should you feel it necessary, you can discuss your concerns with Miss Bowman by arranging an appointment at the school office;
- Our school SEN Governor is Miss Pauline Burrows.

3. How will teaching be matched to my child's needs?

- Teachers are aware of different types of learning profiles and will make reasonable adjustments to their teaching and/or the classroom environment in a variety of ways (High Quality Teaching) according to children's needs.
 - When a child has been identified with SEND, their class work may be differentiated further by the class teacher to enable the child to access the curriculum more easily. Teaching assistants may be allocated to work with the child within a small group or on an individual basis to target more specific needs. The school implements an Assess, Plan, Do and Review cycle to ensure that pupils' needs are being met.

Assess - we assess your child's needs and ask for parental and pupil views.

Plan - we plan specific support to enable your child to make progress

Do - we deliver interventions in school tailored to the needs of your child, over a set period of time. This may involve support from an outside agency, for example, speech and language, learning support etc.

Review - we arrange for a review between school, parents and pupil and any other agencies involved to evaluate the impact of the intervention. Should the child's progress give cause for concern, your child's class teacher and/or the SENCo will discuss the next steps with the child's parent/carer.

- If your child has been identified as having SEND, a Personal Provision Plan (PPP), will be formulated and targets will be set. The implementation of the Personal Provision Plan will be reviewed regularly and you and your child will be involved throughout the process. A copy of the PPP will be shared with you. These plans will be monitored by the class teacher weekly and by the SENCO three times per year. The frequency of the Assess, Plan, Do, Review cycle is dependent upon the child's needs and level of progress.
- Appropriate specialist equipment may be provided to some children to allow them to access the curriculum, e.g. a pencil grip, writing slope, concentration cushions or visual aids.
- The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning;
- These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention);
- The SENCo monitors the effectiveness of interventions and the impact they have upon pupil progress. Interventions are adapted and changes according to pupil need.
- If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO;
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with a senior staff member to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support/intervention to be planned;
- Sometimes a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech and Language Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers;
- Pupils may also receive additional support from our Learning Support Teacher and Learning Support Teaching Assistant for Literacy and Maths as appropriate. Pupils will be identified by class teachers to be assessed by the Learning Support staff, with parental consent. If pupils meet the criteria to receive

additional support, parents will be informed and pupils will receive specific work to support their needs at home and in school.

Examples of provision for pupils with SEN:

- High Quality Teaching - differentiated and adapted to meet the needs of all learners and to challenge all learners
- Adult support for groups/individuals as appropriate
- Personal provision through adapted resources and interventions, for example, one to one support and/or small group support
- Multi- sensory teaching methods
- Support from other agencies, such as Educational Psychology, Speech and Language, Occupational and Physiotherapy Services etc.

Adaptations:

- Differentiated resources and styles of teaching matched to the specific needs of the child
- Appropriate use of topics and texts to engage learners matched to their learning needs and current interests
- Additional adults support as appropriate both in and outside the classroom areas
- Quiet areas for children to work in, matched to their needs and learning styles, as appropriate
- Peer support as appropriate
- Risk Assessments may be carried out to ensure individual pupils are supported appropriately, and their safety and well-being is provided for to the highest standards possible.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings;
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office;
- If your child has been identified as requiring additional support, the school will set up a meeting to discuss this with you in more detail:-
 1. To listen to any concerns you or your child may have.
 2. To plan any additional support your child may receive and to offer advice on how your child could be helped at home.
 3. To discuss with you any referrals to outside professionals to support your child's learning if appropriate and with your consent.
- Should your child have a Statement of Educational Needs/Education and Health Care Plan (EHCP), their progress will be formally reviewed at an Interim/Annual Review with all adults involved with the child.

5. What support do you have for me as a parent to support my child?

- We would encourage you to talk to your child's class teacher so that school and parents can work in partnership to support your child;
- The class teacher may suggest ways of how you can support your child. Ms Trayer may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs;
- School organises Family Learning Opportunities which take place in school, and support parents in helping children learn at home.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child;
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

6. What support will there be for my child's overall wellbeing?

- St Michael and All Angels have high expectations of attendance and punctuality. This area is rigorously monitored and procedures followed according to school policy.
- Staff follow a clear policy regarding behaviour, expectations and anti-bullying which is followed robustly. Such policies can be found on our school website www.smaa.info.
- All staff are available to listen to the views of children and take any measures necessary to ensure their well-being and happiness.
- Pupil views are collected during the school year through informal group interviews and school council meetings.
- Members of staff such as the class teacher, school learning mentor and SENCO are readily available for pupils who wish to discuss issues and concerns;
- The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. The school learning mentor plays a key role in supporting pupils with social and emotional needs;
- Welfare assistants are available to monitor activities at lunchtimes and provide feedback to relevant staff as necessary.
- PSHE lessons provide a safe environment for children to discuss and resolve issues.
- School Council
- Pupil Voice activities
- Change 4 Life activities support children who may require assistance during playtimes.
- Playtime and lunchtime clubs are available for those children who may find less structured times a challenge.
- Morning/afternoon briefings for some children with a key adult
- External agencies may be accessed where necessary.
- Class teachers are available at the end of each day to discuss any concerns you or your child may have. If for any reason a teacher is not available, an appointment can be made at the school office.

Pupils with medical needs

- A detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers, if a child has a medical need. These are discussed with all staff who are involved with the pupil;
- Staff can receive training for medical needs as appropriate;
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member and the medicine is labelled to show that it has been prescribed by a GP and dispensed by a pharmacist;
- There is a list of current members of staff qualified to administer first aid in the Reception area of school.

7. What specialist service and expertise are available at or accessed by St Michael and All Angels to support my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. This would be done after discussions with yourself and with your consent. The specialist professionals will work with you and your child to understand their needs and make recommendations.

The agencies used by the school include:

- Learning Support Teacher - Knowsley Central Support
- Autism Advisory Teachers (ASC Teacher)
- Child Protection Advisors
- Educational Psychologist
- SALT- Speech and Language Therapist
- CAMHS (Child & Adolescent Mental Health Service)
- SAS (School Attendance Services)
- Stronger Families
- Family First
- Advice and Guidance Worker
- SIS (Sensory Impaired Service) to support pupils with hearing/visual Impairment
- Social Services
- Occupational Therapist/Physiotherapist
- Alder Hey Hospital (Paediatricians)
- School Nurse
- Butterflies - Counselling Team (Listening Ear)
- Incontinence Team
- EAL specialist teacher.
- SENDIASS formerly known as Parent partnership services.

- LAC team (Looked After Child).
- The involvement of an Educational Psychologist with a pupil is generally planned for during the SEN Planning and Review meetings (P and R meetings). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of a P and R meeting is to gain an understanding of and to try to resolve a pupil's difficulties;
- An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. Parents would have to consent for the Educational Psychologist to be involved;
- In order to help understand the pupil's educational needs better, the educational psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil.

Staff Training

Ms Trayer SENCo holds the National Award for Special Educational Needs Co-ordination. She attends SEN planning and review termly meetings, supports staff in writing Personal Provision Plans and Personal Behaviour Plans, tracks progress of SEN pupils and liaises with parents and other agencies. The SENCo attends network meetings and conferences to keep up to date with good practise and any changes in legislation. The SENCo updates staff on any outcomes related to the teaching and learning of SEN pupils in school.

An audit of staff training needs is carried out annually.

Part of the SENCo's responsibilities is to support the class teacher in planning for children with SEN. The school is committed to training staff to improve the teaching and learning of children including those with SEN. This includes school training on SEN issues such as ASC, dyslexia etc. Individual members of staff may attend training courses relevant to the needs of specific children in their class. Teaching Assistants attend relevant courses whenever possible.

The school's SEN budget is allocated to meet the needs of the children with SEN in the school setting. Progress and attainment is tracked and resources are allocated according to current needs. We purchase Service Level Agreements to support children in our school and to meet a variety of needs.

NOTIONAL SEN BUDGET ALLOCATION April 2017-March 2018 £ 35,055
SEN ONE TO ONE SUPPORT INCOME April 2017- March 2018 £ 22,743
TOTAL INCOME £57,798

EXPENDITURE

1to 1 support £ 55,111

Resources £800

Specialised Support (Central Area Support Team) £20,169

Specialised Support (Key Stage 1) £3,675 (supply)

Educational Psychologist £ 5,000

Pupil support (lunchtimes/afterschool clubs etc) £ 1788 (JH)

Continuing Professional Development of Staff including SENCo and Teaching Assistants
£1,750 (5 days @£150 teacher and £100 TA plus cost of training £500)

Specialised Agencies (e.g. A Chance to Talk Speech and Language)£3,986

SENCO time allocation for Child Centred Reviews £ 1,500 (10 DAYS)

TOTAL EXPENDITURE £93,779

INCOME (EXPENDITURE)

£57,798(£93,779) = -£35,981 cost to the budget

Pupil Premium is allocated to ensure all pupils have the best opportunities to achieve their full potential.

Pupil Premium Allocation April 2017-April 2018 £203,000

Please see Pupil Premium Report www.smaa.info

8. How accessible is St Michael and All Angels and how will my child be included?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Toilets adapted for disabled users;
- Wide doors for wheelchair access;
- Lift to the upper floor in key stage 2;
- We ensure that equipment used is accessible to all children regardless of their needs.
- We adhere to our Equal Opportunities Policy and promote inclusive practice in all opportunities that we offer to our children.
- We ensure that the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
- We make use of specialist resources where appropriate in order to further support children with their learning.
- We aim to provide or exceed the minimum adult to child ratio on school trips wherever possible.
- Access arrangements in exams such as the SATs are implemented if required.
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Accessibility plans are reviewed regularly by the governing body in September of each year to reflect the needs of pupils in their new settings.

Children with English as an Additional Language will be supported to access the curriculum. With parental consent, support can be accessed from the English as an Additional Language team.

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

9. How will St Michael and All Angels prepare my child for transitions on to the next stage of education and life?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school?

- Discussions between the previous or receiving schools prior to the pupil joining/leaving;
- All pupils attend a Transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new school;
- Ms Trayer is always willing to meet parents/carers prior to their child joining the school.

In Year 6

- Secondary school staff visit pupils prior to them joining their new school. Ms Trayer liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils;
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Ms Trayer, the secondary school SENCO, the parents/carers and where appropriate the pupil.

When your child moves classes in school

- Information will be passed on to the new class teacher in advance and in most cases a meeting will take place with the new teacher to discuss strategies;
- If your child would be helped by a book to support them understand moving on then it will be made with them.

10. How are parents/carers/families involved in the setting?

All parents are encouraged to contribute to their child's education. The school works

in partnership with parents to provide for their child's needs. This may be through:

- Discussions with the class teacher during parents evenings ;
- Discussions with Ms Trayer or other professionals ;
- Parents are invited to come into school for various activities over the course of the year
- School Staff greet the children and parents/carers at the beginning and end of the school day
- Parents can access Family Learning opportunities
- Parents are encouraged to comment on their child's PPP with possible suggestions that could be incorporated;
- Parents may be asked to attend a review with their child to discuss what's working and not working, with the intention of improving outcomes for the child.

11. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's provision, please contact your child's class teacher initially then the SENCO Ms M Trayer. If you are still unhappy, you can make an appointment to speak with Miss Bowman, the Headteacher.

We do have a complaints procedure which is available from our School Business Manager, Mrs Graham, should you feel your concerns have not been resolved.
0151 477 8400

For further information go to:

www.smaa.info

If you have further queries or questions, please contact school.

The **Local Offer** can be found on the Knowsley Council website. The local offer provides a list of support services which may be helpful. www.knowsleyinfo.gov.uk

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), formerly known as Parent Partnership.

0151 - 443 3247, 0800 012 9066

<http://www.liverpoolandknowsleysend.com/>

This service provides free and confidential impartial information, advice and support to disabled children and young people, those with SEN and their parents.

Updated September 2017

Review date: September 2018

	with SEND across the school. Miss Burrows also takes part in gaining pupil views.
Lead Education Officer Knowsley Education Improvement Team Charlotte Greenbank 0151 443 5145	Our Lead Education Officer is responsible for: Formulating Education Health and Care Plans in consultation with parents, pupils and other agencies, after agreement from the SEN panel.
Educational Psychologist Naomi Summers 0151 477 8635	Our Educational Psychologist is responsible for: <ul style="list-style-type: none"> • Consultation, observation and assessment of children's difficulties and supporting school staff in meeting the needs of pupils with SEND.
School Nurse Mrs Sue Ewing	Our School Nurse's role includes health promotion, advice, signposting to other services, advice on treatment/procedures, education, support, protection, safeguarding and service co-ordination. The school nurse works in partnership with other agencies and as part of a wider multi-disciplinary team to support the health and wellbeing of school-aged children.

Glossary of Terms

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
EHCP	Education Health Care Plan (Wave 3+)
EP	Educational Psychologist
PPP/PBP	Personal Provision Plan/Personal Behaviour Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
SSEN	Statement of Special Educational Need
SALT	Speech and Language Therapy/Therapist
HQUP	High Quality Universal Provision - an excellent standard of teaching, enabling all pupils to make progress, provided for all children
SS	SEN Support (outside agencies involved)
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating

	children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.