



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, mental health and well-being, 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.

1. Which kinds of special educational needs are provided for at SMAAA?

At St Michael and All Angels, we recognise that some of our pupils have a wider range of needs than others. We can provide for pupils with needs in the following categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health and Well-being Difficulties
- Sensory and Physical Needs

Some children may have SEN on one or more areas.

2. What are the school's policies for the identification and assessment of pupils/ students attending the school?

We educate pupils from 3 - 11 years and currently have approximately 400 pupils on roll. 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 individual needs. Staff use their skills to support pupils with SEND. Information from parents, staff, pupils and outside agencies are used to identify SEND.

Outside agencies may include:

- Speech and Language
- Occupational Therapy
- Physiotherapy Services
- School Health
- Continence Team
- CAMHs
- Learning Support Teacher
- Educational Psychologist

Any advice offered is followed in order to support the provision for our pupils.

Pupils may be identified as having SEND if in relation to the four categories of SEND, if their development and progress is:

- significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous progress rates;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap over time.

Provision is planned for and delivered by all teaching staff. Teachers will seek support from the SENCo, specialist teachers, teaching assistants and outside agencies as appropriate. Pupil progress is monitored and tracked through formative and summative assessments, observations of pupils, personalised support plans, personalised behaviour plans, group provision plans, SEN surgeries and

pupil progress meetings. Information is used to identify whether further support and intervention is required and support is needed from the SENCo and outside agencies.

Teaching staff ensure that interventions are timely, appropriate and effective for the child. Interventions are quality assured, monitored and reviewed by staff, Pupil Premium Lead and SENCo to ensure that progress is being made.

As teachers assess and track children's progress over time, from Nursery to Year 6, they identify which pupils are not progressing in line with their peers. Teachers will put in place, Play Plans for Nursery/Reception Pupils and Group/Personal Provision Plans for pupils from Year 1 - 6 if specific and measurable targets are needed. Teachers will discuss individual pupils with the SENCo and parental consent is acquired in order to discuss pupil needs at termly Planning and Review Meetings. Steps will then be put into place with advice from:

- assessments from Learning Support Staff
- assessment from other outside agencies including community paediatricians
- consultation with an educational psychologist

Such advice will inform interventions and detailed targets for pupils. Progress is monitored and tracked and if deemed appropriate, after all strategies have been implemented and evaluated, it may be necessary to apply for an EHCP assessment.

3. What is the school's approach to teaching pupils with SEND?

How does the school adapt the curriculum and the learning environment for pupils with SEND?

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. The child may receive support from an adult within a small group or on an individual basis to target more specific needs. In some circumstances, the child may take part in an individual intervention in a quiet area outside the classroom. Teachers ensure that children participating in an intervention programme outside of the classroom do not miss out on other curriculum teaching and learning. Some pupils will need to regularly revisit current learning to support retention of key skills.

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. Some children

benefit from sensory circuit activities and time in a quiet sensory area. Classrooms are arranged and adapted to meet the needs of all children as appropriate. Some children benefit from regular movement breaks which help them to engage in classroom learning.

What support is available for improving the social, emotional and mental health of pupils with SEND?

At SMAAA, we recognise our children's emerging needs and adapt our teaching accordingly and appropriately. The social, emotional mental health and well-being of our children is priority in order for our children to be able to engage with the school curriculum and activities.

- 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.smaaa.info.
- Staff will take any measures necessary to ensure the well-being and happiness of the children in our care. Staff observe children in all school environments and listen to their views.
- Children's views are collected during the school year through informal group interviews and school council meetings.
- Members of staff are readily available for children to discuss issues and concerns as they arise;
- The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. There are several key members of staff across the key stages, who play a key role in supporting pupils with social and emotional needs. Pupils are identified and included in a support programme delivered by HLTAs across the school.
- PSHE/Mental health and well-being sessions provide a safe environment for children to discuss and resolve issues and to learn strategies to support themselves with mental health and wellbeing.
- Playtime and lunchtime clubs are available for those children who may find less structured times a challenge.
- PE lessons and after school activities encourage pupils to keep healthy and to participate in physical exercise to promote good mental health
- After school activities are available for all children to access. Children are actively encouraged to take part. There are a range of activities on offer including yoga and mindfulness clubs.
- Staff have taken part in Young Minds Mental Health training and are able to identify those pupils in need of support and communicate this through school procedures.

How does the school evaluate the effectiveness of the provision made for pupils with SEND?

- Teaching staff provide High Quality Teaching and plan lessons to meet all children's needs.
- Teaching staff work with children with SEND in their class. They ensure that progress is being made and review/adapt their teaching as appropriate.
- Teaching staff communicate effectively with teaching assistants who may support children within their year group to assess the effectiveness of the interventions in place.

- Communication with parents regarding the progress their child is making, should be documented on a Confidential Meeting Record Form.
- Formulation of Personal Provision Plans in consultation with parents and child.
- Ensuring all adults working with SEND children are aware of the targets and the child's specific needs.
- Teaching staff to support the planning and delivery of interventions.
- All staff are following the school's SEND policy and procedures.
- SEND/PP surgeries
- Pupil progress meetings
- Termly planning and review meetings

4. Who is the SENCo?

Ms M Trayer

0151 477 8400

5. What training have staff undergone and what is their expertise?

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.

Ms Trayer SENCo holds the National Award for Special Educational Needs Co-ordination.

Recent training 2019-20

Safeguarding and Child Protection

Mental Health Awareness

Blank Level Questioning

Speech and Language

Setting SMARTER targets for pupils

Managing behaviour in the classroom

Makaton training

ASC Awareness

Specialist expertise may be acquired according to the needs of children with SEND. The SENCo will liaise with local authority services as appropriate.

The agencies used by the school include:

- Learning Support Teacher - Knowsley Central Support
 - Child Protection Advisors
 - Educational Psychologist
 - SALT- Speech and Language Therapist
 - CAMHS (Child & Adolescent Mental Health Service)
 - SAS (School Attendance Services)
 - Behaviour Intervention Team
 - Family First
 - Advice and Guidance Worker
 - SIS (Sensory Impaired Service) to support pupils with hearing/visual Impairment
 - Social Care
 - Occupational Therapist/Physiotherapist
 - Community Paediatricians)
 - School Nurse
 - Incontinence Team
 - EAL specialist teacher
 - SEND IASS formerly Parent Partnership
 - 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 commissioned by the 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/carers 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/carer 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.

6. How will equipment and facilities be provided to support pupils with SEND?

- Disabled toilets and a lift to the upper floor
- Portable sensory equipment
- Paediatric first aiders
- Networked computers in classrooms and either Interactive Whiteboards or Digital Whiteboards
- Access to a speech and language therapist for KS1 pupils - Chatty Therapy
- Sloping boards, pencil grips and visual overlays
- KS2 children take part in swimming lessons
- School trips within the local area - visits to museums, Knowsley Safari Park etc.

- We aim to provide or exceed the minimum adult to child ratio on school trips wherever possible.
- Use of visual timetables PECs, Choice boards, Now/Next/Finished boards, Task boards
- Outdoor enclosed play area (KS2)
- Outdoor garden area
- 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.
- Access arrangements in exams such as the SATs are implemented if required.

Accessibility plans are reviewed regularly by the governing body in September of each year to reflect the needs of pupils in their new settings.

If professionals involved in supporting a child with SEND recommend specific resources to benefit the child, the school will endeavour to purchase them using funds from the allocated SEND budget.

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.

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

Pupils with medical needs

- A detailed Care Plan is compiled with support from the school nurse and/or specialist nurse in consultation with parents/carers, if a child has a medical need. If any additional equipment is needed to support a child within school, this would be addressed at a meeting with parents/carers;
- Staff can receive training for specific 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.

NOTIONAL SEN BUDGET ALLOCATION April 2020-March 2021 £ 212,904
SEN ONE TO ONE SUPPORT INCOME April 2019- March 2020 £53,197
TOTAL INCOME £266,101

EXPENDITURE

1to 1 support £ 108,254

Resources £2,000

Specialised Support (Knowsley Central Support) £26,090

Specialised Support (Key Stage 1) £12,432

Educational Psychologist £5,000

Transition Work £900 (6 days)

Pupil support (lunchtimes/afterschool clubs etc) £ 4,536 (4 hours per week 2 staff - 2hrs)

Continuing Professional Development of Staff including SENCo and Teaching Assistants £3,000

Specialised Agencies (e.g. Chatty Therapy) £3,230

SENCO time allocation for Child Centred Reviews £3,000

Local Authority Inclusion Service Level Agreement £700

Pupil Premium Allocation April 2020-April 2021 £146,605

Please see Pupil Premium Report www.smaaa.info

Specialised Teacher Support (Key Stage 1) £ 53,433

Specialised Teacher Support (Key Stage 2) £99,938

Curriculum Enrichment £2,500

7. How does the school consult with parents of SEND and involve them with the education of their child?

At St Michael and All Angels, we welcome and encourage parents to become involved in their child's learning.

Parents can become involved through:

Annual/Interim review of EHCP

Meet the teacher meetings

Open Afternoon

Personal Provision Plan Review Meeting

Newsletters

Parent App

Family Learning

Assemblies

Home-School link books

School website

Due to the current COVID restrictions in place - meetings with parents will be held in accordance with current government guidelines and with the school's risk assessment. For example, telephone conferencing, video conferencing as appropriate.

8. What are the arrangements for consulting children and young people at St Michael and All Angels about their school and education?

Children are encouraged to comment on their Personal Provision Plan. If children have an EHCP, staff will support them in giving their views on the progress they have made, what is/is not working for them and how support could be improved. SEND pupils are invited to give their views on aspects of school life twice a year via a pupil question carousel.

9. What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school?

Should you wish to make a complaint about your child's provision, contact the SENCo via the school office.

If the complaint is about the SENCo, contact the Headteacher Miss A L Bowman
0151 477 8400

All complaints will be dealt with as outlined in the complaints policy which is available on the school website www.smaaa.info and/or from Mrs Graham the School Business Manager.

10. How does the Governing Body involve others including health and social Services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN at school and supporting the families of such pupils?

The relevant referrals are made through the SENCo/Designated Safeguarding Lead or other professionals who may be involved with the family.

11. Who can parents contact for support for their child with SEND including those made in accordance with section 32?

SEND IASS, (Special Educational Needs and/or Disabilities, Information, Advice and Support Service), for Knowsley can be contacted to offer support and advice regarding the education of a child with SEND. They can also be contacted to make a parental request for an EHCP application for assessment.

SEND IASS Website: <http://www.liverpoolandknowsleysend.com>

Phone Number: 0800 012 9066

Email: liverpoolandknowsleysend@wired.me.uk

Address: **Stoneycroft Children's Centre**
38 Scotia Road
Liverpool
L13 6QJ

12. What are the schools arrangements for supporting pupils/students in transferring between phases of education or for transition to or from our school?

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.

Before children start in Nursery/Reception, the Early Years Lead Miss E Taylor will liaise with staff from previous settings to discuss the needs of individual pupils. Should pupils have SEND, Ms Trayer (SENCo will attend meetings also). If the needs of the child are complex, a risk assessment will be carried out. It may be appropriate for a phased transition to take place in order to support a smooth transition for the child and parents/carers.

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;
- Your child will gradually become familiar with their new classroom and teacher with the support of a key adult over a period of time
- If your child would be helped by a book to support them understand moving on then it will be made with them and sent home to be shared with parents/carers

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 the pupil.
- Extra transition sessions will be arranged as appropriate.

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.

13. Where is the information on the Knowsley Local Offer published?

The Local Offer can be found on the Knowsley Council website www.knowsleyinfo.gov.uk

Updated September 2020

Review date: September 2021

Additional Information and Guidance:

Special Educational Needs Co-ordinator (SENCO) Ms M Trayer St Michael and All Angels Catholic Primary School Sidney Powell Avenue Kirkby Merseyside L32 0TP 0151 477 8400	Responsible for <ul style="list-style-type: none">• Coordinating provision for children with SEND and developing the school's SEND policy• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs• Monitoring progress and effectiveness of provision• Ensuring that parents are:<ul style="list-style-type: none">- Involved in supporting their child's learning and access- Kept informed about the range and level of support offered to your child- Included in reviewing how your child is doing- Consulted about planning successful movement (transition) to a new class or school Ms Trayer is also the Deputy Headteacher
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Headteacher</p> <p>Miss A L Bowman</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, including the provision made for pupils with SEND .
<p>Governing Body</p> <p>SEND Governor</p>	<ul style="list-style-type: none"> The Headteacher reports regularly to the governors on all matters relating to SEND at St Michael and All Angels' governor meetings. This report does not refer to individual children and confidentiality is maintained at all times. The governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress. One of the governors is responsible for SEND. She meets regularly with the SENCO and reports back to the governing body. He/She also supports the school to evaluate and develop quality and impact of provision for pupils with SEND across the school. The SEND Governor also takes part in gaining pupil views.
<p>Educational Psychologist</p> <p>Mr John Pugh</p>	<p>Responsible for:</p> <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.
<p>School Nurse</p>	<p>Her role includes health promotion, advice, signposting to other services, active 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.</p>

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	Personal Provision Plan
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)
SEND	Special Educational Needs and Disability
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.