



The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families within Staffordshire [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

The SEND information report aims to inform parents/ carers and young people how a school or college will support them. The following 16 questions were devised in consultation with parents/carers and other agencies and reflect their concerns and interests. Below are St. Michael's Primary School's current responses to these questions. At St. Michael's Primary School we are continually looking to improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

This guidance complies with the statutory duty described in Special Educational Needs (information) Regulations (Clause 64) and takes account of:

- The SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> Draft April 2014)
- Equality Act 2010
- Children and Families Act 2014
- Advice provided to Staffordshire schools on producing their School's local/core offer

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning

3. Social, mental and emotional health
4. Sensory/physical
  - To request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership
  - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
  - To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
  - To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision. Code of Practice 2014*

#### **1. How does St. Michael's Primary School know if children need extra help?**

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:  
Communication and interaction  
Cognition and learning  
Social, mental and emotional health  
Sensory/physical
- A pupil asks for help

#### **2. What should I do if I think my child may have special educational needs?**

- If you have concerns then please discuss these with your child's teacher in the first instance. This may then result in a referral to the Inclusion Manager whose name is Mrs Wakefield and whose contact details are: Telephone 01543 227425, email [contactus@st-michaels-lichfield.staffs.sch.uk](mailto:contactus@st-michaels-lichfield.staffs.sch.uk)
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **3. How will I know how St. Michael's Primary School supports my child?**

- All pupils will be provided with high quality first teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  1. classroom observation by the senior leadership team, the Inclusion Manager and external verifiers
  2. ongoing assessment of progress made by pupil in specific intervention groups
  3. work sampling on a termly basis.
  4. scrutiny of planning.
  5. termly pupil progress discussions
  6. pupil and parent feedback when reviewing target attainment
  7. whole school pupil progress tracking
  8. attendance and behaviour records
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evening and pupil’s attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in pupil progress meetings that are undertaken between the class teacher and a member of the senior leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow a plan, do and review model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will be invited to an early discussion to support the identification of improved outcomes.
- Additional action to increase the rate of progress will then be identified and recorded, this will include a review of the impact of the differentiated teaching being provided, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Manager.
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parent and pupil.
- If progress rates are still judged to be inadequate despite delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parent consent has been obtained. This may include referral to:
  1. Special Educational Needs Inclusion Support Service (SENISS)
  2. Behaviour Support Service

3. Autism Outreach Team
4. Hearing Impairment Team
5. Visual Impairment Team
6. Educational Psychologist Service
7. Educational Welfare Officers
8. Physical and disability support service
9. Social Services
10. School Nurse
11. Child and Adolescent Mental Health Service (CAMHS)
12. Family First Local Support and Engagement Team
  - For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **4. How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

#### **5. How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents Evenings.
- Class teachers are regularly at the class room door (FS and Y1) or on the playground (Y2-Y6) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, Headteacher, Deputy Head or Inclusion Manager by contacting the school office.
- In some instances a Home-School diary may be suggested as a useful tool for parent-teacher communication.

#### **6. How will St. Michael's help me to support my child's learning?**

- Please look at the school website. It can be found at <http://www.st-michaels-lichfield.staffs.sch.uk> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter often includes useful information and links.
- The class/subject teacher or Inclusion Manager may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops during the year. We inform parents of these via letter and in our school diary dates, these and aim

to provide useful opportunities for parents to learn more about the curriculum which is being offered to their child.

- Teachers suggest ways of supporting all children's learning through Year Group news-letters (sent out termly) and via the learning platform <https://sts.platform.rmunify.com/Account/SignIn>
- The class teacher may suggest additional ways of supporting your child's learning through a note in the reading record, at parents' evenings or by arranging a meeting with you.
- Parents are informed of upcoming Creative Curriculum topics and reading around/researching these topics at home is always encouraged. Home learning tasks are sent home half termly. These are optional but aim to provide pupils with opportunities to design their own learning project matched to their interest. They are a great way to work collaboratively with your child and learn together! It is our expectation that parents read to or with their children on a regular basis.
- The Inclusion Manager may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed as requiring further support or there are concerns over a child's behavioural, social or emotional needs
- Outside agencies may suggest advice or programmes of study that can be used at home.

## **7. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- The Inclusion Manager and Headteacher have undertaken Framework for Intervention training and this is a key part of the school's Behaviour Policy. It seeks to avoid exclusions and increase attendance. The school also work in collaboration from Education and Welfare Officers to ensure pupil's attendance is maintained above 85%.
- Pupil voice is sought on a regular basis through School Council and pupil conferencing. This is used to inform decision making and planning.

### **Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the

pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

### **8. What specialist services and expertise are available at or accessed by St. Michael's school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- Special Educational Needs Support Service (including Behaviour Support Service)
- Adoption Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Hearing/visual Impairment
- Inclusion Team
- Social Services
- Speech & Language Therapy
- Paediatricians and Occupational Therapy
- School Nurse

Each school may buy in support from Special Educational Needs Support Worker and the Educational Psychology service. This would normally be for direct work with a pupil whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The support worker or educational psychologist will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward. These specialists may also undertake training of staff or looking more holistically at support for groups of pupils.

### **9. What training are the staff supporting children and young people with SEND had or are having?**

During the academic year 2017-2018 staff received training related to SEND.

These have included sessions on:

SENDCo Updates  
Promoting Resilience  
Attachment Training  
Emotion Coaching  
Five to thrive  
Early Help Assessments

### **10. How will my child be included in activities outside the classroom including school trips?**

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

### **11. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include: ramps into school to make the site accessible to all. A toilet adapted for disabled users. Double doors in some parts of the building. We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

### **12. How will the school prepare and support my child when joining St. Michael's Primary School or transferring to a new school?**

St. Michael's Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

#### **On entry into Foundation Stage:**

- A planned programme of visits in the summer term for pupils starting in Reception in September including "Play and Stay" visits with parents/carers and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to ask questions or raise concerns.
- Our Foundation Stage team visit children in their pre-school setting. Where concerns are raised the Inclusion Manager may visit the setting and a meeting with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school such as shorter hours.
- Children start for half a day initially and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school they can arrange a more gradual transition into school.

#### **In year transfers:**

An initial visit to the school can be made via the school office. The Headteacher endeavours to show parents and pupils around the school but when this is not possible the Deputy Head, Inclusion Manager or an appropriate Key Phase Leader will do so.

A half day or full day taster session can be arranged for your child to experience a day at St. Michael's before moving to us full-time.

The class teacher is always willing to meet parents/carers prior to the child moving to their class.

- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the Inclusion Manager will contact the current school by phone.

#### **Secondary transition.**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND

- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **13. How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

### **14. How is the decision made about how much support my child will receive?**

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the Inclusion Manager, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

### **15. How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member



- during parents evenings

## **16. 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 schooling:

In the first instance please contact your child's class teacher.

If the problem persists or you feel that you need further support then please contact the appropriate Phase Leader:

Reception – Foundation Stage Phase Leader, Mrs Elcock;

Year 1 and Year 2 – Key Stage One Phase Leader – Mr Jones

Year 3 and Year 4 – Lower Key Stage Two Phase Leader – Mrs Culverwell;

Year 5 and Year 6 – Upper Key Stage Two Phase Leader – Mrs Moseley,

Alternatively you can speak to the Inclusion Manager - Mrs Wakefield.

If you still have concerns then please contact the Deputy Head (Mrs Webster) or Headteacher (Mrs Robertson).

Appointments can be made with any of these people through the school Office.

Though this is the usual route for concerns, there may be some instances where it is more appropriate to miss a step in order to speak directly to the appropriate member of staff.

### **Support services for parents of pupils with SEND include:**

- **Staffordshire SENDIASS (Staffordshire Parent Partnership)**

<https://www.staffs-iass.org/home.aspx>

A team of SEND Family Partnership Officers who support Parents and Carers of Children and Young People with SEND (0-25) and also Children and Young People with SEND.

- **The Staffordshire Umbrella Network (SUN)**

<https://www.staffs-iass.org/SUN-Groups/SUN-Groups.aspx>

The Staffordshire SUN is a networking group looking at issues affecting children and young people with special educational needs and their families. The network provides an opportunity for parents, carers, voluntary groups and agencies - such as education, social care and health - to get together and help to make a real difference to the quality of services and people's lives in the community

- Local Authority's Local Offer can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Staffordshire [Local Offer](#) provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

**I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.**