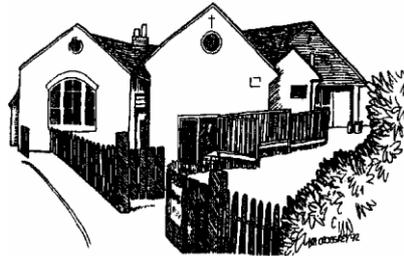




Special Educational Needs Information Report

2018-19

St Michael's CE Primary School



Statutory school policies, available to view on our website, which may be referred to in this report

Accessibility Plan

Positive Behaviour & Attitudes Policy

Safeguarding and Child Protection policy and procedures

Equality Objectives statement and action plan

Supporting pupils with medical conditions policy

School admission guidance

Relevant but non-statutory school policies that include information that may be important for pupils with SEND are:

Special Educational Needs Policy

Pupil Premium Report

Anti-Bullying Policy

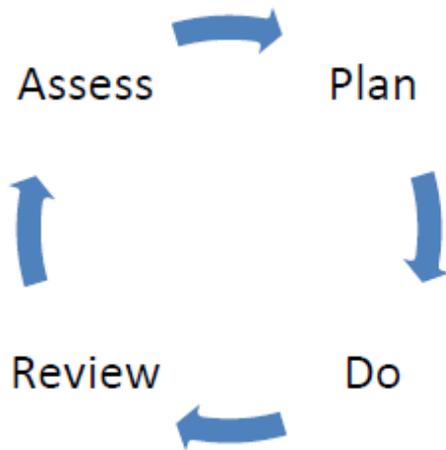
Complaints Policy and Procedure

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report should be read in conjunction with our SEN policy.</p> <p><i>This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex</i> www.eastsussex.gov.uk/localoffer</p> <p>We will review this report every year and will involve pupils and parents, through questionnaires and parent cafes. If you want to give us your views about the report, please contact the school office.</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND Code of Practice 6.81</p>
2. Who do I contact?	
<p>If your child already attends the school, your first point of contact is your child's class teacher who will be happy to make an appointment to talk with you. School phone number : 01797 280277</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p>	<p>SEND Code of Practice 6.79 bullet 5</p>

<p>Miss Catherine Palmer</p> <p>Contact details: senco@playdenschool.com</p> <p>Best time to contact: Tuesdays by phone. Email any day.</p>	
<p>3. Which children does the school provide for?</p>	
<p>We are a maintained Church of England Primary School and we admit pupils from age 4 to 11. Our school is led by our Christian values and we have an inclusive ethos. We provide for children with all types of special educational needs and ensure that our children develop a healthy respect for others regardless of race, creed, religious beliefs, physical or mental disability. We will continue to make sure that this is taken into account and planned into the task of any new works undertaken, following guidelines as laid down by the LEA and central government.</p> <p>If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.</p> <p>For admission arrangements, please use the following links:</p> <ul style="list-style-type: none"> • www.st-michaels-playden.e-sussex.sch.uk • school admissions - East Sussex.gov.uk • contact Information for Families for admissions advice 0300 330 9472 	<p>SEND Code of Practice 6.79 bullet 1</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>Children with specific Special Educational Needs and Disabilities (SEND) have an Additional Needs Plan (ANP) in collaboration with the child and parent/carer. The plan highlights how the child's need would be met by the school. The plan and objectives therein are reported to the parent three times a year, in line with the following process: the plan is written with the teacher and parent, it is carried out, progress of the objectives</p>	<p>SEND Code of Practice 6.79 bullet 5</p>

are reviewed and adjustments are made as required.

The following diagram demonstrates the process



If the child is looked after by the Local Authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the ANP and will involve parents and carers as well as foster carers or social workers in discussions.

All SEND pupils have as full access as possible to the curriculum, including school trips and afterschool clubs. Adaptations are made as required.

SEND Code of Practice 6.80

Re: looked after children

5. How does the school identify children’s special educational needs

We aim to identify children’s special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an

SEND Code of Practice 6.79 bullet 5

Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to

<p>attachment disorder or anxiety.</p> <ul style="list-style-type: none"> • Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning. <p>We share information about additional needs of individuals at transition meetings and before they enter the school. All children are screened for language difficulties during their first year in school.</p> <p>To ensure that all children achieve and make progress, class teachers have regular meetings with the SENCO and Head of School to discuss each child's progress using the school's tracking and assessments. These discussions include concerns they may have about a child's progress; from this a decision will be made as to whether a child requires an assessment to be carried out by the SENCO or whether to involve an outside agency. If the latter is decided, we would invite the child's parents to a meeting to discuss our findings and next steps, ensuring that parents are fully involved in any decision about the programme their child is to have.</p> <p>We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will inform parents of any additional support given to their child.</p>	<p>work with parents and young people as part of this assessment and review</p>
<p>6. How does the school teach and support children with SEN?</p>	
<p>The first response should be high quality first teaching (<i>SEND Code 6.19</i>) targeting areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, will assess whether the child has SEN against the East Sussex SEN Matrix. From this, additional information will be gathered, including the views of the child and parents, so that a suitable response to the need of the child can be made.</p> <p>Any intervention planned is evaluated at the start and end to show impact on the child's needs or learning. This is reviewed regularly by the SENCO and class teacher through pupil progress meetings.</p> <p>The quality of teaching for pupils with SEN is monitored regularly through lesson observations, book and planning scrutiny, pupil voice and data capture. When a need is recognised, training and support is provided. (<i>6.4 Code of Practice</i>)</p>	<p>SEND Code of Practice 6.79 bullet 7</p> <p>The approach to teaching children and young people with SEN</p>

<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).</p> <p>You can also find information about each year group's curriculum on the school website www.st-michaels-playden.e-sussex.sch.uk or by asking the class teacher.</p> <p>The support they receive may be provided through working within smaller groups or intervention groups. These may be run in or outside of the classroom, by a teacher or trained teaching assistant, by an outside agency or specialist such as speech and language therapist.</p> <p>The school has an allocated SEN budget for managing extra resources or support. We also have an annual allocation of pupil premium funding, which is specifically used to improve attainment for children who receive free school meals. See our pupil premium report here https://st-michaels-playden.e-sussex.sch.uk/pupil-premium/</p> <p><i>(This is from SEND Code 6.12).</i></p>	<p>SEND Code of Practice 6.79 bullet 8</p> <p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We operate an open door policy and meetings can be arranged anytime between parent and staff to discuss progress, concerns or ways to support a child at home. These meetings should be arranged through the school office. Other communication tools include: the school website, fortnightly newsletters informing parents of dates, events and items of school news and a school text message and email service and parent</p>	<p>SEND Code of Practice 6.79 bullet 3</p> <p>Arrangements for consulting parents of children with</p>

<p>cafés.</p> <p>There are two parent consultation evenings throughout the year (Terms 2 and 4 respectively) and a final written report at the end of Term 6. Parents have the opportunity to discuss the report with the class teacher.</p> <p>Additional to the above, children with SEN needs are also invited to SEN review meetings three times a year. These will be carried out by the class teacher with support from the SENCO, where their provision map of interventions and progress can be discussed, assessed and reviewed.</p> <p>If a child is on an Education, Health and Care plan (EHCP) they have an annual review and this is one of the review meetings stated above.</p> <p>We host regular parent cafés for parents to gather the latest information and support in relation to SEN; an invitation is sent home to parents of children with SEN. In addition, we occasionally host guest speakers to inform and educate staff, children and parents.</p>	<p>SEN and involving them in their child's education</p> <p>SEND Code of Practice 6.79 bullet 5</p> <p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
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9. How are children involved in reviewing their progress and planning support?

Action	Who is involved?	How often?	SEND Code of Practice 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5
Self-assessment	pupil, class teacher	At least weekly	
Peer assessment	Pupil, class teacher	At least weekly	
Class Circle times	pupil, class teacher	As required	
Worry Box/Suggestions box	Pupil, class teacher	As required	
School Council	Class, class teacher, Senior Leader	Termly	

	member		
Pupil Voice	pupil, SENCO, class teacher	At least three times a year	
SEN support review meetings	Pupil, parents, class teacher supported by SENCO	Provision and progress shared three times a year	
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher, support services, local authority.	Once a year	
10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?			
<p>All children are supported to make the transition to our reception class by the Early Years teachers, who visits the child's pre-school provision. Children are also invited to a taster morning in Term 6 and the teacher holds parent consultations to discuss the initial start and any other relevant information. Where appropriate, home visits are also arranged at convenient times.</p> <p>There is a clear structure regarding transition from Year 6 to Year 7. This includes children attending taster days at their respective secondary schools, as well as a transition manager visiting our school to talk to the children and discuss any worries and concerns that they may have. Where there is a particular need, members of our own staff accompany children to their secondary school to ease any additional worries. We ensure a smooth transition by passing on all relevant information and test results to the children's secondary school.</p> <p>Children with statements or EHCPs will start looking at suitable secondary education during Year 5 in order to give plenty of time to make the best choice. This is usually done at the Year 5 annual review.</p> <p>We will ensure that all records including any EHC plans, resources and support reports are passed on as soon as possible to relevant schools. We will also contact the school SENCO ensure they are fully aware of the arrangements and needs that need to be made for your child.</p>			<p>SEND Code of Practice 6.79 bullet 6</p> <p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>

11. What training do school staff have?

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. Where necessary, staff attend individualised training if they are supporting a pupil with a more specific need.

- All our teachers are qualified teachers.
- Our SENCO is a qualified teacher
- Our teaching assistants have had a variety of training

SENCO - Miss Palmer

- National Award in Special Educational Needs Co-ordination
- Dyslexia degree including an introduction to Dyscalculia
- Introduction to Autism
- Language link
- Speech link
- PLR (progression for learning to read)
- PLM (progression for learning in mathematics)
- Letters and sounds (Phonics)
- Jump ahead (a programme to develop motor coordination skills)
- Bullseye (a multi-sensory programme to build sight vocabulary)
- Speech and language therapy – Level 2 training
- SEND provision and management
- Achievement for All conference
- Regular training and updates through SEN network meetings.

Staff training:

- Speech and language level 1
- Clicker 6 (a tool to make it easier for children to access and edit their work independently)

SEND Code of Practice 6.79 bullet 9

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

<ul style="list-style-type: none"> • Epilepsy – what is it and how to deal with it. • Language link (a programme addressing developmental language difficulties) • Speech link (practical support for children who have difficulty articulating speech sounds) • Epipen training • Positive Handling • Personalised learning in Mathematics • Supporting children with ASD (strategies provided by an Autism and Speech & Language specialist) • Maths problem-solving 	
12. How does the school measure how well it teaches and supports children with SEN?	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one underachieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to adjust those that are less so.</p> <p>We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home an annual parent questionnaire, then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>We also invite parents to provide feedback at meetings and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/</p> <p>The school looks at the progress that children with SEN make across a school year and compares this with the progress of all children. Rates of progress are closely monitored at pupil progress meetings every other term. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be, with the aim of revising provision to support your child to reach his/ her full learning potential.</p>	<p>SEND Code of Practice 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
13. How accessible is the school and how does the school arrange equipment or facilities children need?	
<p>We ensure the curriculum is accessible to all physically and academically. We make adaptations to the curriculum and the surrounding environment when needed, so it is accessible to all. Where feasible, any other</p>	<p>Section 69 Children and Families Act</p>

<p>equipment required by a child for specific needs is bought in so that they are not hindered in their everyday access to school life. Specialists are called upon when the school requires extra guidance on how to support a child's needs.</p>	<p>2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>To ensure all children can access our activities, the school plans carefully to accommodate those with special needs. A risk assessment is undertaken before the trip to assess all aspects and possible outcomes. If the child has severe complex needs we plan the trip with the parent (or encourage them to accompany their child) so that all feel confident and the best possible outcome is achieved.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes, to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <ul style="list-style-type: none"> • <i>Link to school's Accessibility Plan and Equality Objectives</i> https://st-michaels-playden.e-sussex.sch.uk/policies/ 	<p>SEND Code of Practice 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children's overall well-being and their emotional, mental and social development?</p>	
<p>Relationships between staff and pupils are very strong; this has created a safe and secure environment in which children feel confident to approach any member of staff if they are experiencing difficulties. All staff deal sensitively with issues, and there are clear policies and procedures in place for reporting concerns. These policies include Positive Behaviour and Attitudes, Anti-Bullying, Child Protection and Safeguarding and Online Safety. Some of these policies can be found on the school's website.</p> <p>The school has an active school council, which has a strong pupil voice within the school. Views are listened to and acted upon where appropriate.</p> <p>We run a daily breakfast club, open to all children, serving a wide range of healthy foods. We also have an after school club that runs every day</p>	<p>SEND Code of Practice 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to</p>

<p>as well as various sport clubs such as netball, football and dance.</p> <p>The school supports children with emotional and mental difficulties through the teaching of PSHE (personal, social, health education).</p> <p>If assessments show a child needs further support, we may work with:</p> <ul style="list-style-type: none"> • a counselling agency COPES (Children’s Outreach & Parents’ Extended Support) • we put in place nurture groups • we use ESBAS (East Sussex Behaviour & Attendance Service) amongst others. <p>We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the Additional Needs planning cycle of assess, plan, do review.</p> <p>When a child demonstrates behavioural needs we carry out assessments and observations to discover the child’s triggers. Once these are identified we engage strategies to defuse the situations before they escalate. The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services.</p>	<p>the views of children and young people with SEN and measures to prevent bullying</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>We work closely with other services to provide the best care suitable for each individual. The services we are involved with include:</p> <ul style="list-style-type: none"> • Early Help key workers • CLASS (Communication, Learning and Autism Support Service) • COPES (Counselling) • School Health Team • EAL (English as another Language) • ISEND (including the Early Years team) • ESBAS • Speech and Language • CAMHS (Child & Adolescent Mental Health Service) • Educational Psychologist <p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists.</p>	<p>SEND Code of Practice 6.79 bullet 13</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their</p>

	families
17. Where can I get information, advice and support?	
<p>The 'local offer' on the internet</p> <p>www.eastsussex.gov.uk/localoffer</p> <p>The school</p> <p>If your child is at school the class teacher is the first point of contact but parents are also welcome to directly contact the SENCO or Head of School. All contacts are initially made through the school office:</p> <p>SENCO: Catherine Palmer</p> <p>Head of School: Cherane Marshall</p> <p>If you are considering applying for a place in this school and your child has special educational needs then the first action to take is to phone the school and arrange an initial visit with the Head of School.</p> <p>SEND information, advice and support service</p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>0345 60 80 192 informationforfamilies@eastsussex.gov.uk</p> <p>www.eastsussex.gov.uk/sendadvice</p>	<p>SEND Code of Practice 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
18. What do I do if I am not happy or if I want to complain?	
<p>We would hope to have a happy and open relationship with parents and carers and encourage people to contact us as early as possible if there are any issues or concerns.</p> <p>Your first point of contact is your child's class teacher who will be happy to make an appointment to talk with you. School phone number : 01797</p>	<p>SEND Code of Practice 6.79 bullet 14</p> <p>Arrangements for handling complaints from parents of</p>

280277. If you are still not happy about your child's provision, you should contact the school SENCO, senco@playdenschool.com

If, after this process, you find that you are still unhappy with how concerns are being addressed then you will be able to make a formal complaint as set out in our Complaints Policy which is available on our website:

<https://st-michaels-playden.e-sussex.sch.uk/policies/>

children with SEN about the provision made at the school