

St. Michaels C of E Primary School's SEN Information Report, Policy and School Offer

(feedback is welcome for future updates)

1	The type of SEN provision made	St. Michael's C of E Primary School currently provides for pupils with difficulties with their Communication and Interaction; Cognition and Learning; Sensory and Physical; and Social, Emotional and Mental Health.
2	The school's identification and assessment policies	<p><i>Special Educational Needs (SEN) from the Code of Practice:</i> <i>A child of compulsory school age or a 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 facilities of a kind generally provided for others of the same age in mainstream schools.</i></p> <p><i>Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</i></p> <p>At St. Michael's the class teachers, leadership team and inclusion team aim to work closely with parents, previous settings/schools and other professionals to identify additional needs as soon as possible so that appropriate provision can be provided. Assessment can either be through informal observation, formal testing, standardised assessments or ongoing National Curriculum tracking as carried out for all pupils in the school. There are Pupil Progress meetings at least once a term where staff meet to discuss any pupils where there is concern, there are opportunities for parents to meet teachers each term and the staff will be pleased to arrange additional meetings to discuss any other worries or comments.</p>
3	School's policies for making provision for all pupils with SEN	This SEN Information Report, Policy and School Offer is relevant to St. Michael's C of E Primary School which is part of the Celtic Cross Multi Academy Trust.
a	How the school evaluates effectiveness of provision for SEN pupils	The following activities form part of the school's ongoing cycle of monitoring: continuous ongoing assessment recorded by individual teachers, data collection and analysis of pupils attainment and progress in reading, writing and maths at least termly; Pupil Progress Meetings, monitoring of Impact Trackers and Plan-Do-Review sheets (previously known as IEPs), monitoring of interventions, books, provision mapping, teaching observations, monitoring of marking and planning (including differentiation), termly reviews of pupils receiving speech and language interventions, visits from external professionals and monitoring by the MAT's School Improvement Team.
b	Arrangements for assessing and reviewing progress	Pupils' achievements in class are updated frequently which informs the teachers' ongoing planning, at least termly the grades are analysed to discern patterns in attainment and progress. In addition to that, frequent marking of work and observations incorporate verbal feedback, individualised learning opportunities, photographic evidence etc., which all form part of the ongoing assessment and planning of appropriately differentiated work and are detailed in the Celtic Cross MAT marking policy.
c	Approach to teaching pupils with SEN	The school uses multisensory teaching strategies with all pupils, e.g. visual, auditory, kinaesthetic (doing things). Active learning is encouraged, as is an

		interactive learning environment with pupils being able to access resources, working walls, pupil-led curriculum where possible. Teachers produce differentiated planning that shows the deployment of staff and additional/different provision where required. Provision can take the form of alternative resources, intervention groups, additional support in class, individual help, peer tutoring, learning mentoring, nurture groups and working with or following the advice of other professionals.
d	How the school adapts the curriculum/ learning environment for SEN pupils	The school curriculum is linked to the National Curriculum to ensure coverage for all pupils. Well differentiated lessons are usually appropriate for the majority of pupils. In some cases, pupils work in a small group or individually with staff if it is felt that that would meet their needs better, on that occasion. Where physiotherapy or occupational therapy is recommended during school time, teaching assistants are trained by the therapists to carry out the exercises with the children. When children require specific equipment the school will either try to provide it or will work closely with the appropriate agencies. Advisory teachers from the sensory and physical & medical support teams regularly review pupils and their advice is followed where possible e.g. classroom layout, ICT provision, hearing aid maintenance, lighting considerations, transition arrangements.
e	The additional support for learning available to SEN pupils	The needs of all pupils are considered and the school aims to be able to provide additional support in the form of alternative resources, advice, additional adult support, modified curriculum, intervention groups, access to other professionals or half termly Plan-Do-Reviews, depending on what is most appropriate for individual children.
f	How school enables SEN pupils to engage in all activities of the school	Where possible, the school aims to deploy additional staff /resources to allow pupils to engage in the occasional activities in school which might otherwise be difficult.
g	Support available for improving the emotional, mental and social development of SEN pupils	The school has a team of people involved with supporting any pupil's emotional, mental and social development. We currently run several different nurture, social and emotional groups overseen by Mrs Ruth Reynolds, our Pupil Premium Leader/Learning Mentor. The SENCOs are also likely to be involved where any pupils are also on the Record of Need and can refer pupils to the Educational Psychologist, CAMHS, advisors and paediatricians, Family Support workers, and other counsellors/therapists if appropriate. The school has a full-time Parent Support Advisor who can help families access help from other agencies.
4	The SEN coordinators' names and contact details	The SENCOs are Mrs Karen Hurr and Mrs Sarah Swift who can be contacted via the school office (01326 572386 or stmichaels.secretary@celticcross.education). SENCOs are usually in school on Mondays, Wednesdays and Thursdays and will try to return your call or arrange a meeting as soon as possible.
5	Information on staff expertise their SEN training, and how specialist support will be secured	Currently the school has staff trained or experienced in the areas of autistic spectrum disorders, dyslexia, speech and language support, Funfit, dyspraxia, dyscalculia, epilepsy, anaphylaxis, touch typing, hearing impairment, vision impairment, Team Teach behavioural strategies, social skills, nurture groups, Trauma Informed Schools, sensory processing etc. Mr Tony Squires is our Autism and Dyslexia Champion. Staff training can be arranged according to the needs of staff, individual pupils they support, or to develop the capacity of the school in general if indicated in the school

		development plan. Training could be in-house, by observing in other schools, by attending courses or by individual support from specialists visiting the school.
6	Information on equipment and facilities to support SEN pupils and how this will be secured	Recently in school we have had pupils requiring various items of equipment, e.g. wheel chairs, walking frame, splints, specialist footwear, laptops, writing slopes, emergency medication, regular medication, magnifiers, hearing aids, specialist supportive seating, physiotherapy equipment, sensory screens, visual timetables, task management boards, cue cards etc. Much of the specialist equipment is provided through the physiotherapy or occupational therapy teams and from the physical or sensory support teams of the Local Authority. The SENCOs have a range of resources to support staff with pupils' individual needs and is able to access more information from other professionals who can visit the school to offer advice, assessments, training and to signpost other agencies.
7	Arrangements for consulting parents of pupils with SEN, and involving them in their education	Parent/carers involvement is vital in maximising potential. Formal parent evenings or drop-in sessions happen for all pupils termly and the school has an open-door policy where staff will try to speak to parents whenever a need arises (although it is often better to arrange an appointment beforehand if possible so the discussion can have less distractions, or to prevent it disrupting the start of the school day). If the school has any concerns, a member of staff will invite parent/carers to meet and discuss what could happen to support the pupil. Parents/carers will be consulted and informed by letter if the school recommends placing pupils on the Record of Need at School Support or are considering making a referral for external support. Parents are invited to contribute towards the Plan-Do-Review sheets by offering their views of progress, informing staff of any new concerns or sharing information that they want the school to be aware of. Any draft Plan-Do-Review suggestions that staff prepare ahead of parents' meetings can be amended to accommodate parent/carers' views. Parent/carers are strongly encouraged to support regular home reading, homework, additional tasks to support PDR targets, inform the school of any changes to the pupil or family's circumstances, carry out physiotherapy at home if required, attend meetings and take their children to any relevant appointments (e.g. hearing/vision tests, medical reviews etc.) and ensure the best school attendance possible. If parents would prefer to discuss their personal circumstances with Shelley Haigh, the Parent Support Advisor, she can be contacted by telephoning the school.
8	Arrangements for consulting pupils and involving them in their education	Pupil involvement is key. Children have individual discussions with the class teachers about progress towards their targets (in Plan-Do-Review sheets and class/subject targets) and are involved with writing their own One Page Profiles. Where pupil strengths and interests can be developed, more progress is made. Personalised learning (previously called response marking) is expected across the school, either written or verbal. Pupils are invited to contribute to and attend the annual reviews of EHCPs, TAC meetings or when external professionals are involved in their support.
9	Trustees/governing body/school monitoring council arrangements for the treatment of parental/	In the first instance complaints and queries should be discussed with the class teacher. It is often best to arrange an appointment to meet teaching staff at the end of the day. The SENCOs can become involved at that stage. If the situation is still not resolved, complaints should be addressed to the Head of School and thereafter the Executive Principal. The local school

	pupil complaints concerning the school's provision	<p>monitoring council at St. Michael's have had responsibility delegated to them by the trustees of The Celtic Cross Multi-Academy Trust.</p> <p>The SENCOs, Head of School or Chair of the local school monitoring council can be contacted by telephoning or emailing the school office.</p> <p>The independent SENDIASS Service is available to all parents free of charge.</p>
10	How trustees/ governing body/ school monitoring council involves other bodies (health, social care LA support services and voluntary organisations) in meeting their needs	<p>Regular liaison is maintained with the many external agencies for pupils at "School Support" and with EHCPs. Recent involvement includes: SEND Advisor; Cognition and Learning Service, Autism Advisor; Teachers of the Deaf, Educational Psychologists; Social Care; Physical and Medical Disabilities and Sensory Support Services; Health Service, (e.g. Audiology, paediatricians, GPs, physiotherapists, occupational therapists, school nurses, continence specialists); Education Welfare Service; Special Education Department; SENDIASS; Speech and Language Therapists; Family Support Workers; Early Years Inclusion Service; Early Support and Early Help teams; CHaLK; CAMHS, Early Help Hub, Penhaligon's Friends, LA and independent advisors.</p>
11	The contact details of support services for parents of SEN pupils	<p>The Cornwall Family Information Service is an excellent starting place to find up to date information about hundreds of services and events for parents/carers, young people and children, whatever their needs.</p> <p>https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0</p> <p>Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. This is especially useful when many professionals or agencies are involved with supporting a pupil</p> <p>https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=qQhLNBMKFE8</p> <p>Cornwall's Special Educational Needs Disability Information Advice & Support Service (SENDIASS) is a statutory service delivered by Disability Cornwall and provides information, advice and support to disabled children and young people, and those with SEN, and their parents. The service is impartial, accessible and free and all staff are independently trained. 01736 751921 www.cornwallsendiass.org.uk</p> <p>Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN.</p> <p>https://www.gov.uk/guidance/childrens-education-advisory-service</p>
12	The school's transition arrangements for SEN pupils	<p>Liaison is maintained with many school and settings regarding transition issues. For pupils leaving St. Michael's, the school has particularly close links to Helston Community College and Mullion Secondary School. Secondary school SENCOs are invited to Annual Reviews for pupils with EHCPs in Y5/6. A comprehensive transition programme is organised by Helston Community College, with additional tailored sessions for more vulnerable pupils. Our Learning Mentor and Autism Champion can be involved with this for specific individuals. For pupils joining us in YR, our Reception class team liaises with preschools, arrange visits to the various settings, run a 6-week induction programme for preschool pupils and parents and arrange individual sessions with parents either at home or in school at the start of September. The</p>

		<p>school SENCO contacts the Early Years Inclusion Team and all of the local speech and language therapists to ascertain needs before pupils arrive. Where possible, school staff attend formal TAC meetings and discuss any special needs or concerns with parents before the pupils join the school so that provision can be put in place to avoid those children being put at a disadvantage. Records are requested from previous schools or settings and passed on when pupils leave. The Learning Mentor, Parent Support Advisor or Autism Champion can spend time liaising with pupils prior to any move to minimise any concerns and make transitions as smooth as possible. YR staff also offer home visits so they can meet the family in a more familiar environment and learn about children's interests.</p>
13	Link to the authority's local offer	<p>The Local Offer includes information about the support and provision that families can expect for children and young people with SEN and disabilities; covers support and provision for children and young people with and without an Education, Health and Care Plan or Statement of SEN; is set out in one place so families and professionals have access to the same information.</p> <p>https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?id=aq6QKb5BEPE</p>

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