

# St. Michaels R.C Primary School

## S.E.N.D Information Report 2015-16

### The kinds of special educational needs for which provision is made at St. Michaels

Our Mission statement says that we “Celebrate and develop our God given talents”. At St Michaels we recognise that each child is unique and has their own individual talents.

Our school is an inclusive school that welcomes all who wish to attend, however, we do recognise that some children face barriers to attendance, participation and achievement.

St Michael’s S.E.N.D Policy can be found on our school website:

[www.bury-lea.org.uk/stmichael](http://www.bury-lea.org.uk/stmichael)

The SEND Code of Practice for Special Educational Needs 2014 can be found at:

<https://www.gov.uk/government/.../send-code-of-practice-0-to-25>

The Bury Local Authority SEND local offer can be found via the council website.

### How do we identify and assess pupils with SEND ? (Special Educational Needs)

Class teachers are responsible for identifying pupils who are not making appropriate progress. They will work with other professionals to provide for the needs of identified children.

If a child enters our school with S.E.N.D, or if particular problems emerge during the early years of the child's time in our school, we identify where the concerns are and we plan what is needed to help overcome the difficulties and who should be the key personnel to deliver this.

All children are assessed in their ongoing work. If a child is struggling to access the curriculum he or she may need a further specific assessment.

The parents may be asked to arrange physical tests, such as eyesight and hearing. Parents will be informed if we think their child has SEND; parents are involved in planning to meet the child's needs. Teachers will also discuss these needs with the child.

### How do we provide for pupils with SEND ? :

Our children with SEND are set Learning Support Plans (L.S.Ps) which the teacher and SEND assistant set together. These plans contain 3 short, achievable targets which the child will work towards over the term. Parents are given a copy of these Learning Support Plans.

Each child has a termly review to which the parents are invited. At these reviews the L.S.P targets are discussed, along with any other concerns. The pupil fills in a pupil questionnaire with help from their support assistant and this questionnaire is referred to during the review process.

When planning and teaching the National Curriculum, all teachers set suitable learning challenges, respond to pupils diverse learning needs, and as far as possible overcome potential barriers to learning and assessment. This is true for children with a special need.

Where our children have been part of an Intervention group their level/standard is measured before and after the intervention so that progress can be monitored.

Our parents are informed by letter of any Intervention that their child is involved in.

## How does St Michael's adapt the curriculum and learning environment for children with SEND ?

Each class uses a variety of ways to assist children with SEND. These may include: differentiation by grouping, friendship groups, 1-1 support, visual timetables, reward systems, a variety of teaching styles and a variety of high quality, adapted resources such as books with non-white backgrounds and coloured boards. If applicable some children will be allowed a reader or extra time during tests.

We have teaching assistants who run specific programmes of support. Staff attend regular training to ensure they have the skills and understanding to deliver intervention programmes such as Better Reading, Reading Partnership, Numicon and Jump Ahead. We use technology to support teaching and learning for pupils with SEND (Ipads, netbooks, interactive whiteboard) and where it is helpful we use visual support, such as coloured overlays for dyslexia.

Our school has a duty to make reasonable adjustments for disabled children who are already at our school, or who may be admitted in the future. We have wheelchair access and disabled toilet facilities and we will always discuss with parents how we can help and improve access for their child.

Our children have access to a range of extra -curricular activities, such as a school choir, running club, chess club, homework club and after school sports football, netball, basketball, athletics and cricket. All children are invited to take part in the PGL activity week toward the end of Y6.

In order to improve the social and emotional development of our SEND children we offer activities which promote personal and social skills. A playground buddies system is also used at St Michael's.

We have contact with a range of professionals. These include: The Additional Needs Team, the Vision Impaired team, Occupational Therapist, Behaviour Outreach, dental nurse, Educational Welfare Officer, Educational Psychologists and the Speech and Language therapists.

## Who should I contact ?

The first point of contact is the class teacher.

Our staff meet termly with parents at their child's L.S.P review.

The SEND co-ordinator (SENCO) is available to discuss SEND issues.

Our school SENCO is Mrs J. Callaghan: Tel: 0161 766 6628

If any issues arise we hope that the parent feels that they have been listened to and that all of the points that they raised have been addressed. If this is not the case the complaint is dealt with by the SENCO.

At the next step the Head Teacher (Mr Duffin) should become involved. If the matter is still unresolved the complaint must be put in writing to the Chair of Governors and the Governing body deals with the matter through their agreed complaint procedures. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

We hope that this information is helpful.

If you have any questions or worries, please do not hesitate to contact our school.

Written by SEND Governor, H.L.T.A and SENCO - October 2015

Thank you to the parents/carers who helped with the writing of this report.