

St. Michael's Woolmer Green school



SEN INFORMATION REPORT

This is our SEN information report which has been developed in consultation with parents/ carers, governors and staff. It is based on key questions asked by parents of children with SEND in Hertfordshire. It complies with the SEN code of Practice (Clause 65 of the new SEN Act).

St Michael's is an inclusive school where we strive to ensure every child reaches their full potential – academically and personally. Children who have Special Educational Needs (SEN) and/or disabilities may need additional support in order to achieve this. If your child has a disability, a specific SEN or any additional needs, this information report sets out what St Michael's School will do to help support him or her. The Code of Practice outlines "4 Broad Areas of Need". We will provide for children who have needs in any of these areas – as outlined in our Provision Map.

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?

- If, as a parent, you have concerns you should meet with your child's class teacher where appropriate. Concerns may be referred to the SENCo, Mrs Wadey. She can be contacted via senco@woolmergreen.herts.sch.uk
- Class teachers continually assess children through observation, recorded work and with regular pupil progress meetings.
- If progress and attainment are significantly below age related expectations, or show a marked change, this *could* indicate SEN.
- Concerns may be raised by parents or carers, teachers, external professionals or the children themselves.

2. How will school staff support my child?

- Quality First Teaching, differentiated as necessary, in all classes.
- In school interventions, where needed, are planned by the class teacher. They may be delivered by the teacher or a teaching assistant in a small focus group or occasionally on a 1:1 basis. The impact of these will be measured and reviewed regularly.
- Monitoring of behaviours or academic performance in pupil notes
- Referral by the SENCo to specific external agencies.
- Appropriate specialist equipment, e.g writing slopes.
- Targeted/Specialist interventions following specialist advice, e.g Speech and Language.
- Additional information about the specific provision we can offer is available in our Provision Map.

3. How will I know how my child is doing?

- Your child's teacher is your first 'port-of-call'. We have an open-door policy. The class teacher can be available to discuss your child's progress any day after school - preferably by prior arrangement.
- Parent Consultations (Autumn and Spring Term).
- Support Plans will be reviewed and new plans agreed every term. This will usually be part of your Parent Consultation.
- Annual end of year report in the Summer Term.
- Liaison and meetings with outside agencies.

4. How will the learning and development provision be matched to my child's needs?

- Quality First Teaching, differentiated as necessary, in all classes.
- Personal Profiles are created with every child. This gives them the opportunity to be involved in their own education and support. Parents are invited to be part of this process via our Parent Consultation evenings.
- Careful planning to meet the needs of all children, including a range of strategies to support individual needs. Further details can be found in the Provision Map.
- Small group or 1:1 intervention with focused children led by both teacher and/or class TA.
- Regular assessment (at least termly) through school tracking systems and pupil progress meetings.

5. What support will there be for my child's overall wellbeing?

- Class teacher/ Teaching Assistant support in lessons.
- Christian ethos- Values every month addressing issues such as "honesty" and "respect".
- Positive relationships with parents, school and children.
- Support with social and emotional development through the curriculum and extra-curricular activities.
- Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) as integral to the curriculum and taught explicitly on a regular basis.
- The school's Behaviour policy includes guidance on high expectations, rewards and sanctions- understood and in place by all staff.
- Relevant staff are trained to support medical needs and in some cases all staff receive training, e.g epi-pen, asthma, first aid.
- Pupil views are expressed through the school council and during lessons, e.g worry boxes.
- Additional support from specialist staff is arranged as needed for individual pupils both in and out of the classroom.
- Links with external professionals including; School Family Worker, Child and Adolescent Mental Health Service (CAMHS) and the Counselling in Schools Service (CISS).
- School annually updates the safeguarding checklist (see also our Safeguarding policy).

6. What specialist services and expertise are available or accessed by the school?

The school works closely with other professionals from the local authority, the voluntary sector and from health and social care. Outside Agencies involved with school include (but are not limited to):

- Educational Psychologist (EP)
 - Leys SpLD Base (Specific Learning Difficulties in English and Maths)
 - Outreach Support for specific needs including Autism, Social Emotional and Mental Health (SEMH) difficulties, Attention Deficit Hyperactivity Disorder (ADHD).
 - Speech and Language Therapy (SLT)
 - Occupational Therapy (OT)
 - Child and Adolescent Mental Health Service (CAMHS).
- We have strong links with our School Family Worker, Sarah Cafferty, who is based at Monks Walk School.
 - Children must meet the criteria to be referred to such services. After discussions with the Class Teacher and parents, children may be referred to external professionals.
 - Parents may also access some services through their GP, for example, the ADHD clinic.

7. What training have the staff, supporting children and young people with SEN, had or are having?

- The school provides both in school and external training and support to enable all staff to best support and improve the teaching and learning of all children including those with SEN. This includes whole school training on SEN issues. All teachers hold qualified teacher status.
- Training from the local SpLD base (Leys Specific Learning Difficulties Base) and advice from other specialists employed by the LEA, e.g Speech and Language Therapists/Educational Psychologists.
- Our SENCo, Mrs Wadey, is a qualified and experienced teacher who has recently completed the National Award for SEN Co-ordination. She attends ongoing SEN training in specific areas and is responsible for keeping class teachers and teaching assistants fully informed of latest training and developments.
- Our SENCo attends regular SEN updates and has close links with the local SEN Cluster group.
- The school have a SEN teaching assistant, Sarah Holden, who leads early diagnostic assessment in English and Maths and is responsible for delivering many specialist interventions. She is our named Autism lead.
- The SEN TA has a particular interest in supporting Speech and Language and has completed WellComm and Elklan training.

8. How will you help me to support my child's learning?

- You will be regularly provided with school information about how to help your child at home.
- Termly newsletters from the class teacher detailing the learning of each year group. These, and other useful information, are available on the school website.
- Regular Parents' consultation evenings and End of Year reports
- Personal Profiles for every child and Support Plans for those with additional needs.
- Parent Workshops on topics such as maths, phonics and e-safety
- Parenting courses can be accessed through Barleyfields, our local Children's Centre.

- Homework can be adjusted as needed to suit your child's individual requirements.
- A home - school link book may be used to support communication with you when this has been agreed to be useful.

9. How will I be involved in discussions and planning for my child's education?

- Parents and the children themselves are involved at every stage.
- We have an open-door policy. The class teacher can be available to discuss your child's progress any day after school - preferably by prior arrangement. You can share what is working well at home and at school, so that consistent strategies are employed.
- The SENCo, Mrs Wadey, is available to meet with you to discuss your child's progress or any concerns/worries you may have. She works on Wednesdays only.
- You can e-mail the SENCo or SEN TA directly on: senco@woolmergreen.herts.sch.uk
- All information from external professionals will be discussed with the person involved directly or where this is not possible, in a report.
- Support Plans will be reviewed and new plans agreed every term. This will usually be part of your Parent Consultation.
- For some children and families with multiple needs, a family eCAF (Common Assessment Framework) may be necessary to enable all services to work together efficiently and share information.
- For children with more complex needs, an Education, Health and Care plan may be written. This is a statutory document which ensures your child receives the provision they need and that their parent's wishes are taken into account.

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

- Our Equality/ Inclusion policy promotes involvement of all learners in all aspects of the curriculum, including activities outside the classroom.
- School trips will always be discussed with individual parents where necessary.
- Risk assessments will be carried out with appropriate provision and reasonable adjustments will be made where necessary dependent on the child's needs.
- Medical support will be put in place where necessary (see Supporting Pupils with Medical Conditions policy).
- In some instances parents/ carers may be asked to accompany their child on school trips.

11. How accessible is the school environment?

- All Hertfordshire schools comply with Equality Act 2010 and make reasonable adjustments to include all children.
- Wherever feasible we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs within the physical constraints of our school.
- Please refer to the school accessibility plan and equality scheme for more information.

12. Who can I contact for further information?

- The school's SEN Governor, Sue Gray, is also available for advice and guidance as appropriate.
- At county level, the SEN Officer, Anita Oakley, is available for further advice and to administer EHC plans.
- Should you have any complaint regarding the SEN provision for your child, please approach the class teacher in the first instance. Further support may be sought from the SENCo or Head teacher. The school Complaints Procedure is available from the office or on our website.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Our school works closely with all settings prior to and at the time of transition. We have meetings with parents before children enter the school system. Extra visits can be arranged for parents of children with SEN.
- Our Reception teacher (and, where necessary SENCo) visit nursery and pre school settings to share relevant information.
- We also have strong links with our local secondary schools to ensure smooth transition and transfer of relevant information. We hold meetings with Year seven tutors to discuss individual children's needs.
- Park Education Support Centre provide support to children who may need additional support to cope with the transition to secondary school.

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

The budget for SEN is decided by the Head teacher and Governing Body. Within the budgetary constraints, support is allocated according to the level of need. This includes provision targeted at specific groups such as Pupil Premium.

In exceptional circumstances, additional funding can be applied for (Exceptional Needs Funding) for individual children.

Families with an eCAF can apply for funding from personalised commissioning.

15. How is the decision made about how much support my child will receive?

Discussions between the relevant staff members (for example class teachers, SENCo, parents, Head teacher) will take place to consider what provisions are available and appropriate for your child. Such provisions will be carefully monitored and their impact measured.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information on the Hertfordshire Local Education Authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>