

# St Michael & All Angels C of E VA Primary School



## Special Educational Needs Information Report and School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

*This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.*

## 1. What kinds of special educational needs do we provide for?

St Michael and All Angels C of E (VA) Primary is a one form entry, Church of England, mainstream school. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years – 2015'.

We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

### Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age.
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

## 2. Who is the SENDCo and how can parents contact them?

The school's SENDCo is the Mrs Lamb. She can be contacted via the school office.

Please telephone 01282 861338

or e-mail [sendco@st-michaelangels.lancs.sch.uk](mailto:sendco@st-michaelangels.lancs.sch.uk)

Alternatively, you may contact the Headteacher: Ms Sara Richardson at:

[sendco@st-michaelangels.lancs.sch.uk](mailto:sendco@st-michaelangels.lancs.sch.uk)

## 3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

***Ofsted May 2022, commented that, "Staff work closely with parents and a range of professionals to ensure that pupils with SEND are quickly and accurately identified."***

Early identification is vital, outside agencies observe then advise and provide strategies to support those children with SEND. The SENDCo and class teacher informs parents at the earliest opportunity to alert them to any concerns with their child and explain how they can play an active role in supporting their child in the best possible way. The identification of SEND is built into the overall



approach to monitoring the progress and development of all pupils. It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability.

Any pupils who are:

- falling significantly outside of the range of expected academic achievement in line with predicted performance indicators,
- have social or emotional difficulties,
- are vulnerable or
- have specific diagnosed needs will be regularly monitored and added to the SEND register if this is felt appropriate for the specific child.

At St Michael and All Angels, all children are assessed regularly, and progress is tracked and monitored. The academic progress and social wellbeing of children with SEND including children with EHCP plans is closely tracked every half term. Termly pupil progress meetings take place with the Headteacher, Deputy and SENDCO where they ensure every child is discussed and they identify next steps in learning including specifying any interventions.

The school's Special Educational Needs and Disability Coordinator (SENDCo) may, with parental permission, seek the advice of external agencies such as Acorn Psychology, Inclusion Solutions and a range of Specialist and Support Services.

At St At St Michael and All Angels, we are currently working closely with:

- Elayne (Ellie) Lorenzo - Learning Difficulties Specialist Teacher

Ellie's Qualifications:

- Bachelor of Education – Religious Education
- NPQH
- NASENCO

- Emma Salt - Learning Difficulties and Dyslexia Specialist Teacher

Emma's Qualifications:

- Level 7 Diploma in Dyslexia Assessment and Intervention (APC and AMBDA)
- Level 5 Certification in Dyslexia; Support and Intervention (ATS)
- Reading Recovery accreditation
- Qualified Teacher Status through school-based initial teacher training
- B.A. Hons Degree in English Language and Literature

Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.



Children with speech and language difficulties are referred to SaLT in Reception or as soon as is identified. We use the 'Lucid Rapid Programme' to screen children for potential dyslexia or dyslexic tendencies. The results from this screener are then evaluated by Emma Salt – Dyslexia Specialist Teacher and plan and resources are put in place to support children.

At St Michael and All Angels, we have children with a range of SEND. We support these children in many ways, to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years – 2015'.

### **Communication and interaction**

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with communication and interaction needs in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We make referrals to SaLT and work closely with this NHS service to deliver tailored speech and language programmes where necessary. We have a range of resources which are used to support children's speech and language development and we work closely with Speech and Language Therapists.

### **Cognition and learning**

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptations. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. We support children with cognition and learning difficulties in a variety of ways, such as: by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers create an IPM (Individual Provision Map) for each of the children in their class that require additional support and this is monitored by the SENDCo, Mrs Rebecca Lamb.

### **Social, emotion and mental health difficulties**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through use of our Pastoral Lead , 'Mrs Greenwood'. We also have a designated nurture room, where we provide a range of social skills groups. Will also use a range of external support from a variety of outside agencies



when necessary. We involve outside agencies such as the Children and Family Wellbeing Service, Child Action North West and ELCAS (East Lancashire Child and Adolescent Service). We may also utilise the support of colleagues from alternative provisions where this is deemed necessary and in the best interests of the children and their families.

### **Sensory or/and physical needs**

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At St Michael and All Angels, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met. Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

#### **4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the SENDCo as soon as possible.

To keep parents informed we have a comprehensive website with a SEND section, texting service and Facebook. The SEND section of our website has links to the Lancashire Local Offer main website and Facebook page.

<https://www.st-michaelangels.lancs.sch.uk/page/sen/138815>

The SENDCO sends out an annual SEND questionnaire to assess and evaluate the views of families and parents. This information helps to establish links between school and home.

All children on the SEND register are entitled to an IPM (Individual Provision Map), which sets out personalised targets and support. The IPMs are sent home every half term and parents are given the opportunity to offer their opinions and share concerns either in face-to-face meetings, parents evening or forms that are sent home with the IPM's. The IPM's are a collaborative document between the SENDCo, class teachers, parents and carers and the child.



Parents are welcome to come into school to discuss any concerns they have with their children. Alternatively, teachers may invite parents into school to discuss concerns about the children's education. This may also be discussed at parents evening and would then be passed onto the SENDCo.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process, but school will guide parents through each step.

More information is available here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

Once a child has an EHCP (Educational Health Care Plan), the class teacher and SENDCo will ensure that all provision stated on the document are provided and in place for the child. The EHCP will be reviewed at an annual meeting. All relevant parties are invited to attend and to make contributions during the annual review process. Written advice is requested from all parties, including external agencies and specialist teachers. Throughout the year, the class teacher will meet with parents and carers to discuss the child's progress on the provision stated on their EHCP. There will be collaborative discussions on progress made and next steps.

The school office manager, Headteacher and/or SENDCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies).

The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and the Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

## **5. How do we involve and consult with the children about their education?**

At St Michael and All Angels, we believe that children should play a major part in the target setting process and are involved in planning and evaluating their IPM's (Individual Provision Maps). Each half term the class teacher will evaluate each child's IPM and during this process will have a discussion with the children to gather their views and ensure they agree and understand their next set of learning targets.

Each lesson, class teachers share the learning objectives with all children so that they know the expectation for the lesson and have a clear understanding of what they are learning. Work and resources are adapted for SEND children where necessary. Class teachers will direct the teaching assistant appropriately.

Annual Reviews for children with EHCPs are held, with the child and their views at the centre of all discussions.



Children complete questionnaires termly about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child.

Children with SEND are encouraged to be involved in a variety of daily school activities and clubs such as, school council, reading ambassadors, sports council, head boy and head girl (year 6) and many more.

## **6. How do we assess and review the progress that children make and how do we involve them and their parents?**

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 or small group basis through an IPM.

For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENDCo and any relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in Mathematics and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by external agencies and specialist teachers. The SENDCo is responsible for arranging these assessments and monitoring the provision put in place as a result.

All IPMs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored regularly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets with the teaching assistant and/or teacher. New targets are set as soon as each target is met or at least half termly. IPM's are formally reviewed and evaluated 4 - 6 times per year by the class teacher and/or SENDCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IPM is sent home, along with a copy of the previous, evaluated IPM and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of Y5 or early autumn



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term of Y6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

## 7. How do we support our pupils with SEND as they move on to high school or move to another school?

Change can be challenging for all children, particularly children with SEND. Therefore, at St Michael and All Angels we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

### **Joining our school:**

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting and the children come into school for an induction period. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEND is part-way through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

### **Moving classes:**

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

### **Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all children so at St Michael and All Angels we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools, including special schools, within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the



SENDCo will arrange extra visits to the secondary school. If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school and liaise with key staff as necessary.

## 8. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are laid out in the school's Policy for Special Educational Needs and Disability.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children with SEND (except those with an Education and Health Care Plan (EHCP), IPM's will be created and reviewed throughout the year.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Support Service, SENDS) or from other agencies such as Acorn Psychology and Inclusion Solutions or NHS Speech and Language Therapy etc. Any advice (written or verbal) will be included in the child's IPM and recorded electronically on Cpoms.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

## 9. How do we adapt the curriculum and learning environment for children with SEND?

***Ofsted May 2022, commented that, "In lessons, staff make careful adaptations to ensure that pupils with SEND access the same curriculum as their peers. Leaders help pupils with additional needs get the support that they need for their mental health and well-being."***

The school provides tables and chairs which are the correct height for the children and can be moved to allow different groupings for learning.

The school has a range of equipment that can aid children with learning difficulties including headphones, interactive boards, left and right-handed equipment.

Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and



expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples include: Focus group with class teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc.), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, voice recording devices, writing slopes and many more.

We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal from the classroom) e.g. further English and Maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum delivered through a Personalised Provision Plan. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

Every child has access to a laptop where necessary and there are interactive whiteboards in all classrooms.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. E.g. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

## 10. What else do we do to make the school safe and accessible?

The school environment is accessible for wheelchairs on the ground floor. There is a ramp up to school, also at the breakfast and after school club entrances and exits. The school has doors which are wide enough for wheelchairs. There are accessible parking spaces on our car park and the school is clearly signposted. On the ground floor the school has a spacious disabled toilet with a shower which can be used for changing too.

What the school provides

The headteacher completes risk assessments with the support of the site supervisor, school business manager and governors. All extra-curricular trips are risk assessed and the forms submitted to Lancashire's EVOLVE. The P.E. teacher and Headteacher are EVC trained. Reception children and some children with SEND have a home/school communication book which allows messages to be passed from teacher to parent. The headteacher is on the school door in a morning and evening as a point of contact. The car park is next to the main entrance of the school and special arrangements are made for those parents/children with disabilities. The headteacher provides transport to and from church for children who struggle to walk so they can still attend services.



There is a set routine for pick up and drop off in school and Reception children have a "code" word for when people unfamiliar to staff, pick up children.

Teachers and teaching assistants supervise break times and our lunchtime manager coordinates her team to keep the children safe. She briefs the Headteacher/Deputy/SENDCO about arrangements each day. All staff including welfare staff have had behaviour management training and safeguarding training is up to date.

Year 5 play-leaders have been trained and are sensitive to the needs of other children to ensure that they plan and deliver games on the yard that is inclusive of all children regardless of their status.

The schools behaviour policy and the anti-bullying policy are written to keep children safe and happy, in a caring loving environment. Parents can find this on the school website or ask for a paper copy from the school office.

School Council, Sports Council, Reading Ambassadors and the Worship Team ensure that children are given a chance to communicate with other children in school so all children are given a voice.

The Headteacher, Deputy, SENDCO and School Business Manager all have up to date DSL training. There is a safeguarding governor who has also completed the necessary training.

### How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

Many of our current Teaching Assistants and teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Children's Mental Health
- 'Behaviour that Challenges'
- Counselling
- Autism
- Dyslexia
- Speech & Language Programmes
- Subject specific support programmes
- Phonics
- Nurture
- Moving and Handling, Back Care Awareness
- Care and Control
- Inclusion
- Communicating with children who are distressed, angry or anxious
- Understanding Attachment and Building Better Relationships
- Early Help
- Communicating with children who are distressed, angry or anxious
- Mental Health Lead Training
- Trauma & Attachment Training

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed



by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

### **11. How do we know if what we provide for the children is effective?**

Provision for children with SEND is as laid out in the school's Policy for SEND.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015.

The SENDCo / Head Teacher collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. The SENDCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo outlines an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

### **12. How are children with SEND enabled to take part in all the activities available in school?**

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include



additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

St Michael and All Angels operate a daily term time Breakfast Club and After School Club which is available to all children.

Reception children are "buddied" with year 6 children - termed "Seeds and Gardeners."

There is a Sports holiday club that runs during the school holidays.

Each night after school, a sports club takes place in the main hall. The year group taking part and sports vary throughout the year enabling access for everyone. Sports include girls football, boys football, orienteering, netball, badminton, athletics, multi skills, hockey and gymnastics. All clubs are free with the cost of coaching being subsidised by the Primary PE and sport premium.

The school attends all Pendle school games competitions and all children in school attend either a dinnertime, after school club and/or get the opportunity to represent school in competitions throughout the year. We host the Orienteering Inter-school events.

Children can also attend Worship Club and have opportunity to be part of the School Council, Head boy or Head girl, the Sports Council or a Reading Ambassador as well as join gardening club or choir.

### **13. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?**

#### **Medical**

The school has a variety of policies which cover health and wellbeing issues. The school's Equality Policy is available on the website and via the school office on request.

These can be accessed at: <https://www.st-michaelangels.lancs.sch.uk/page/policies/138738>

All medicine is kept in either the school office or staff room fridge in a clearly labelled box. The exception are inhalers which are kept in class. Parents need to complete forms before any medicine can be administered.

Staff are first aid trained.

Where appropriate nurses provide training to the class teacher, teaching assistant and welfare staff regarding a child's needs. Care plans are discussed with all relevant staff, parents and professionals.



Teaching assistants have been involved in training focusing on emotional and social difficulties and the school has appointed a new pastoral lead, Mrs Greenwood, who works with children and families who's work can include finding access to Early Help.

### **Emotional and Social**

St Michael and All Angels aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

The school now employs a "Pastoral Lead". Regular Nurture groups are run each week for specific children. The Pastoral Lead also provides other Social Skills Groups and 1:1 emotional work / counselling for children who require it.

The Pastoral lead also offers support to individual pupils and their families through a range of avenues, including through the Early Help Assessment process. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

The school liaises with all relevant specialist agencies such as the family and medical centres, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

### **Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and visits and visitors where appropriate. Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. A weekly well-being meeting is held so that concerns and relevant information is shared among all staff (including welfare) and they are made aware of vulnerable children. If appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.



#### **14. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENDCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

#### **15. What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo.
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

#### **16. Where can I find information about the Authority's Local Offer?**

**[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)**

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review: September 2024

**Appendix 1**

**List of personnel involved in SEND Issues:**

<b>NAME</b>	<b>POSITION</b>
Ms Richardson	Headteacher/ DSL
Mrs Coffey	Deputy Headteacher/ DSL
Mrs Lamb	SENDCo/ DSL
Mrs Greenwood	Pastoral Lead
Mrs Tinniswood	SEND Governor
Mr J Ashton	Chair of Governors



**Appendix 2 – Terminology and Acronyms**

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>Amanuensis</b>	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
<b>ASC / ASD</b>	Autistic Spectrum Condition / Disorder.
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>CLA</b>	Child Looked After. (This is NOT a special educational need). Same as LAC.
<b>CPOMS</b>	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes,
<b>Dyscalculia</b>	Pupils having difficulty in acquiring mathematical skills.
<b>Dysgraphia</b>	Children who may be verbally proficient but have difficulty writing down their thoughts.
<b>Dyslexia</b>	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
<b>Dyspraxia</b>	Pupils with impairment of gross and fine motor skills.
<b>EAL / ESL</b>	English as an Additional (or Second) Language (This is NOT a special educational need).
<b>EHA</b>	Early Help Assessment (this replaces the CAF)
<b>EHCNA(R)</b>	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
<b>EHCP (or EHC Plan)</b>	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
<b>EP(S)</b>	Educational Psychology/ist (Service).
<b>HI</b>	Hearing Impaired.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>IAS</b>	Information and Advice Service (Previously Parent Partnership Service /Officer)
<b>IEP</b>	Individual Education Plan.
<b>LAC</b>	Looked After Child. (This is NOT a special educational need). Same as CLA.
<b>LA</b>	Local Authority.
<b>MLD</b>	Moderate Learning Difficulties.
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
<b>NASEN</b>	National Association for Special Educational Needs.
<b>OT</b>	Occupational Therapy
<b>P Scales</b>	Performance descriptors. A common basis for measuring (within school) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum
<b>PD</b>	Physical Disability.
<b>PECS</b>	Picture Exchange Communication System.
<b>PEP</b>	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
<b>PIVATs</b>	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
<b>Pupil Profile</b>	An overview of a pupil's strengths and difficulties (For children at SEN Support)
<b>SaLT / SLT</b>	Speech and Language Therapist.
<b>SEMH</b>	Social, Emotional and/or Mental Health.
<b>SEN Code of Practice (CoP)</b>	Practical guidance to LAs and the governing bodies of all maintained schools.
<b>SEN</b>	Special Educational Needs.
<b>SENCo</b>	Special Educational Needs Co-ordinator.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SENDO</b>	Special Educational Needs and Disabilities Officer (LA representative).
<b>SEN Support</b>	Pupils on the SEN register have SEN Support unless they have an EHCP.
<b>SLCN</b>	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
<b>SLD</b>	Severe Learning Difficulty.
<b>SpLD</b>	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
<b>SLCN</b>	Speech, Language and Communication needs.
<b>TA/LSA</b>	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
<b>TAF</b>	Team Around the Family.
<b>VI</b>	Visually Impaired.

