



## ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

### Special Educational Needs (SEN) Information Report

<b>Date of ratification :</b>	September 2022
<b>Review date :</b>	Autumn 2023

The following details the school's individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer <http://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities> which details the provision available in all Calderdale schools and academies.

School name	St Michael & All Angels CE (Foundation) Primary and Pre- School
Headteacher	Mrs Claire Berry
SEN coordinator	Miss Sophie Lawless
Governor with responsibility for Inclusion	Mrs Juliette Craven
Contact details	Meadow Close Greenacres Shelf Halifax HX3 7QU
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Telephone	01274 676246
Age Range	2 -11
Funding	Community Primary

**We've tried to answer all the questions you may wish to know about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.**

How do we make sure <b>all children</b> reach their potential?	<ul style="list-style-type: none"> <li>• Access to a broad and balanced curriculum which is well differentiated and takes account of different learning styles</li> <li>• Well-staffed and resourced classrooms</li> <li>• Quality of teaching and learning thoroughly monitored by school leaders</li> <li>• Individualised targets for English and Mathematics</li> <li>• Rigorous pupil tracking system which ensures all children are monitored.</li> <li>• Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place</li> </ul>
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	<ul style="list-style-type: none"> <li>• Where pupils continue to make less than expected progress and are significantly below their age expected levels, despite high-quality first teaching targeted at their areas of weakness, the class teacher, working with the SENCo will assess whether the child has a learning difficulty. Where this is the case, then there will be an agreement with parents/carers about the SEN support that is required to support the child and an ANP (Additional Needs Plan) will be drawn up.</li> <li>• Weekly dedicated leadership time for the SENCO.</li> <li>• Detailed programme of reviews with parents and professionals. Parents' consultation evenings, termly review for all children on the SEND Register and comprehensive annual reviews. Parents' views are very important to us.</li> <li>• Some children have a one page plans which include the child's strengths, areas to develop, strategies to support them and their aspirations for the year and long term. All children's views are extremely important and listened to through an active school council and annual questionnaire.</li> <li>• A team of highly skilled class teachers and teaching assistants to meet individual needs</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality</li> </ul>
<p>How do we identify children with SEN and assess their needs? (policies)</p>	<ul style="list-style-type: none"> <li>• Through discussions, observations, assessments and data analysis the SENCo, class teachers and support staff will identify any children who appear to have a SEND.</li> <li>• Children with a SEND may also be identified by outside agencies and organisations.</li> <li>• Parents and carers may also inform the SENCo or teaching staff of any concerns and possible special educational needs.</li> <li>• Drop in sessions for parents to attend and discuss their concerns for their children.</li> <li>• Pupil Progress meetings are held termly and progress of all children is discussed. The needs of any child who appears 'off track' are discussed in detail.</li> <li>• The needs of children are regularly reviewed. Parents are invited to a termly meeting to discuss their child's needs and progress.</li> </ul>
<p>How do we cater for <b>more able</b> children?</p>	<ul style="list-style-type: none"> <li>• Wave 1 quality first teaching ensures all pupils are challenged.</li> <li>• We are creative in the use of resources and staff in school e.g. a Reception class child reading at a higher level, joining a Year 1 group for guided reading</li> <li>• We participate in competitions which celebrate successes of children with talents e.g. cross country, gymnastics</li> <li>• Achievements of children are celebrated in Friday's Reward Assembly and on the newsletter</li> </ul>

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<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• Adaptations made to the school building</li> <li>• Accessible toilet in school entrance</li> <li>• Ramped access at the school entrance</li> <li>• Every class has access to equipment which supports the mechanics of writing: sloping boards, a variety of pencil grips, thera-putty, fine motor control games a variety of pens and other writing apparatus and ICT equipment</li> <li>• 'Speed-up', 'Teodorescu' and 'write from the start' handwriting programme</li> <li>• Lap mats and move 'n' sit wobble cushions in school</li> <li>• Occupational Therapy intervention resources</li> </ul>
<p>How do we help a child with <b>speech and language needs</b>?</p>	<ul style="list-style-type: none"> <li>• Delivery of programmes devised by speech and language therapist</li> <li>• Staff very experienced in the use of 'Black Sheep Narrative', 'Colourful Semantics', 'Language for Thinking', 'Let's Talk', 'Language Steps', 'LDA Developing Language' and 'Word Wizard' and resources in school</li> <li>• 'SULP' (Social Use of Language) trained teaching assistants</li> <li>• 'Language Steps', 'Word Wizard' and 'Narrative' trained teaching assistant</li> </ul>
<p>How do we help a child with <b>sensory awareness</b>?</p>	<ul style="list-style-type: none"> <li>• We would seek advice and resources if a child had hearing or visual impairment</li> <li>• Access to the hearing and visual impairment service</li> </ul>
<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Highly skilled staff who have an extensive range of skills and experience in supporting children with a wide range of difficulties</li> <li>• High percentage of staff are trained in Mental health First Aid</li> <li>• Pastoral meetings are held weekly and these include the Learning Mentor, Head Teacher and SENCo .</li> <li>• Staff are ASD aware and have had training from Calderdale ASD team. They use appropriate strategies to support children whilst in class and in the playground</li> <li>• Buddy system for children with SEN to develop their confidence and to build relationships.</li> <li>• Well- structured/ strong/ cohesive spiritual, moral social and cultural (SMSC) curriculum plan running within the academic curriculum which teaches about equality, and uses Stonewall resources.</li> <li>• Access to specialist support for children with ASD and their families</li> <li>• Access to specialist counselling – e.g. Noah's Ark</li> </ul>
<p>How do we help a child with <b>behavioural difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• 'Kid's Skills' trained teaching assistant</li> <li>• Behaviour Support Plans written for individuals</li> <li>• Close liaison with Behaviour and Attendance Services</li> <li>• Staff trained in 'Team Teach'</li> <li>• Provide visual prompts and ques for children to share their feelings with staff</li> </ul>

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	<ul style="list-style-type: none"> <li>The learning mentor works closely with specific children to develop positive behaviours</li> <li>Buddy systems are used to encourage peer support and help children make good choices.</li> </ul>
How do we help a child who needs support with <b>English</b> (Phonics, spellings, reading and writing)?	<ul style="list-style-type: none"> <li>Extra 1:1 reading to provide children with strategies</li> <li>Teachers scaffold children's learning and differentiate tasks or outcomes during lessons. Teachers often over teach essential writing skills to ensure they are embedded.</li> <li>Class teachers and support staff deliver individualised programmes</li> <li>Teaching assistants trained for Better Reading and resources in school</li> <li>Phonics/spelling groups</li> <li>A highly skilled teaching assistant and the SENCo have been trained in Dyslexia and can screen children to formulate an 'at risk' score</li> <li>Dyslexia aware staff throughout the school who use Dyslexia friendly teaching strategies</li> <li>'Toe by Toe' and 'Beat Dyslexia' resources in school</li> <li>Staff trained in 'precision teaching'</li> </ul>
How do we help a child who needs support with <b>Mathematics</b> ?	<ul style="list-style-type: none"> <li>Teaching assistants deliver individualised programmes</li> <li>'1 Plus 1', 'Power of 2', 'Numicon' 'First class at number' and 'Max's Marvellous Maths' resources in school</li> <li>Targeted ICT programmes 'Rock Stars'</li> <li>Staff trained in 'precision teaching'</li> </ul>
How do we support a child who has <b>medical needs</b> ?	<ul style="list-style-type: none"> <li>Individualised medical needs plans created</li> <li>Team of first aiders</li> <li>Staff are informed of children's medical needs that they work with</li> <li>Staff receive training appropriate to the needs of the children within their care</li> </ul>
How do we help a child who has <b>English as an additional language (EAL)</b> ?	<ul style="list-style-type: none"> <li>We would seek advice and resources if a child was to attend with EAL</li> </ul>
How do we support a child with <b>complex and multiple needs</b> ?	<ul style="list-style-type: none"> <li>Close liaison with local primary special schools, including split placements</li> <li>Risk assessments conducted by a local special primary school</li> <li>Staff experienced (several children been through school with complex needs)</li> <li>Multi agency approach used so clear understanding of the range of needs</li> </ul>
Which <b>specialist services</b> do we access beyond the school?	<b>As our school is on the Calderdale/Bradford border some specialist services change depending on where you live. If you live in Calderdale below are the following services who give us support and advice.</b>

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	<ul style="list-style-type: none"> <li>• Specialist Inclusion Service – including visual and hearing impairment team</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Noah's Ark</li> <li>• ASD Service</li> <li>• CAMHS</li> <li>• School nursing service</li> <li>• We are also part of the North and East Halifax Cluster and the East Calderdale Learning Community where expertise is shared between schools</li> </ul> <p><b>If you live in Bradford then referrals through school can be made to the same Calderdale specialist services, however if referrals are made through your GP or health visitor, you will access Bradford specialist services.</b></p>
<p>How will we include children in <b>activities outside the classroom?</b></p>	<ul style="list-style-type: none"> <li>• Children with SEN are more than welcome to participate in out of school clubs</li> <li>• The curriculum is designed to be inclusive and all trips and activities are planned to ensure that all children can attend and take part.</li> <li>• Support staff will go on school trips and residential to meet the requirements of our risk assessments</li> <li>• Parent/carers will be consulted prior to trips for advice and guidance</li> </ul>
<p>How do we prepare and support a child <b>for joining school and transferring to secondary school?</b></p>	<ul style="list-style-type: none"> <li>• Parent/carer of Reception children are invited to an information evening</li> <li>• Reception class teachers meet with parent/carers for a consultation meeting</li> <li>• Visits to pre-school placements by SENCo or class teacher</li> <li>• Children have transition visits in the Summer Term</li> <li>• Transition plans – additional visits to Secondary School with primary school staff</li> <li>• Staff can implement Independent Travel Training</li> <li>• Close liaison with all other settings involved in transition – good exchange of information</li> </ul>
<p>How will we meet a child's <b>personal care needs?</b></p>	<ul style="list-style-type: none"> <li>• Care plans are created with parents and agencies if required</li> <li>• 1 accessible toilet, ensures space and sensitivity for some aspects of personal care</li> <li>• A shower is available in school if required</li> <li>• Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures</li> </ul>
<p>How will we develop <b>social skills</b> throughout</p>	<ul style="list-style-type: none"> <li>• Playtimes/lunchtimes seen as an important part of the day and included in time for support for children if appropriate</li> </ul>

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<p>the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Buddy system for children transitioning through key stages</li> <li>• Every member of staff displays a 5 key feeling chart so they can make staff aware of their emotions</li> <li>• Staff are aware of the children's needs within their care and set up activities and games to develop their social skills. Small group activities are carefully planned to include all children</li> <li>• Staff have focus children over lunchtime to develop social skills if required/appropriate</li> <li>• Reward positive behaviours at lunchtimes</li> <li>• Social and emotional drop in session runs at dinner time.</li> <li>• Children can work with the Learning mentor to build their self-esteem and confidence.</li> </ul>
<p>How do we allocate <b>resources</b>?</p>	<ul style="list-style-type: none"> <li>• Support provided based on need as specified in a child's ANP or EHC (Educational Health Care plan)</li> <li>• Teaching assistants -time with these assistants deployed on a needs basis</li> <li>• Our school employs <u>teaching assistants who work with individuals and small groups.</u> <del>teaching assistant for each class and some classes have two. Time is allocated on a daily basis for</del> individuals/small group work.</li> <li>• Termly monitoring and review and provision is matched to needs</li> </ul>
<p>How do we ensure all <b>staff are well trained</b>?</p>	<ul style="list-style-type: none"> <li>• Well planned programme of Continuous professional development (CPD) accessing both external agencies and in school support</li> </ul>
<p>How do we <b>raise awareness</b> of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> <li>• We participate in competitions which celebrate successes of children with SEN e.g. sports festival</li> <li>• Achievements of children with SEN are celebrated in Friday's Reward Assembly and on the newsletter</li> <li>• Termly drop in sessions are held before and after school for parents to attend. Families can discuss their child's needs or any concerns they may have</li> </ul>
<p>How do we evaluate the effectiveness of the provision made children with SEN?</p>	<ul style="list-style-type: none"> <li>• Rigorous monitoring of the quality and effectiveness of learning is continuously evaluated throughout the year, and considers pupils' starting points</li> <li>• We research effective interventions and use evidence based strategies to support learning, for example EEF..</li> <li>• The SENCo completes book scrutinies, learning walks and pupil voice to evaluate the quality and effectiveness of the provision.</li> <li>• The SENCo and Headteacher meet three times a year to discuss progress of children with SEN and impact of the additional support provided to the children.</li> <li>• Termly Pupil progress meetings critically discuss the impact of interventions</li> <li>• Teachers meet with parents three times a year to discuss their child's previous targets, the progress they've made and their new targets.</li> </ul>

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<p>How do parents raise concerns/ complaints about the provision made for children with SEN?</p>	<ul style="list-style-type: none"><li>• The school has a complaints procedure and this will be followed for any SEND complaints.</li><li>• If you have a query or complaint regarding your child and their special educational need please initially talk to the class teacher. This query will then be discussed and resolved or passed on to the SENCo. If you feel this issue has not been dealt with sufficiently or you still need further advice please inform the Head teacher or governing body.</li></ul>
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***Thank you for taking the time to find out about our Local Offer at St Michael & All Angels – please do not hesitate to contact us for any further details.***

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