



# SEND Information Report

## What is the role of our SEND Team?

Our SEND Team consists of:

**Mrs Natalie Turner:** Special Educational Needs and Disability Coordinator (SENDCo) Contact details: [Turner@stmichaelschool.co.uk](mailto:Turner@stmichaelschool.co.uk)  
Working days: Monday, Wednesday and Thursday

**Mr David Webb,** Pastoral Lead responsible for Social Emotional and Mental Health Needs

**Nurse Amy,** School Nurse responsible for medical needs  
Working day: Wednesday

**Mrs Jane Attwell,** SEND Governor - Champion for Learners with SEND and those with inclusion needs

The SEND Team is responsible for:

- Monitoring the support for children with SEND
- Ensuring that parents and carers are kept informed about the support their child is receiving and are involved in the learning review process
- Liaising with outside agencies who may be involved in supporting a child's learning.
- Providing specialist support and training for teachers and support staff so they can help children with SEND in the school achieve their best

Parents may request a copy of the school's SEND and Medical Policies from the School Office or may download it from the school website.

## How are pupils with SEN identified?

If staff have concerns about a child's learning and their progress, they will discuss this with parents. Your child's teacher will then make any changes needed to support your child. In many cases, children at St Michael's may not have Special

Educational Needs but may just have gaps in their learning due to maturity or their learning development. They may just require a little support from the class teacher to help them catch up. Some simple adjustments to the curriculum or environment can make their learning easier. Your child will be supported to produce a One Page Profile, which will include information about the type of support your child feels would be helpful. The impact of these changes will be reviewed at an agreed date. If there are still concerns at this point, the teacher will speak to the SENDCo.

When a child has been identified as possibly having Special Educational Needs their specific needs are assessed by the SENDCo and the child is placed on the SEN register. This is called SEN Support. Provision is then made for the child and an Individual Support Plan (ISP) is implemented. These outline the needs of the pupil and set outcomes that we aim to achieve by the end of the term. These are reviewed regularly in collaboration with the parents. Where one-to-one support is felt to be necessary, there will be a cost implication to the parents.

If there is a need for outside agencies to be involved, then this will be discussed with the parents and appropriate arrangements will be made. It may sometimes be necessary or useful for the advice from an Educational Psychologist to be sought. They can carry out a full cognitive assessment and can provide greater insight and advice to aid a pupil's learning. The fees for this will be discussed and arranged with the parent at the time.

In some cases, if the child's needs are severe, then an application can be made to the Local Authority to issue an Educational Health Care Plan. These are statutory documents which outline in detail the needs and outcomes for the child. Parents are kept fully informed and involved throughout the process.

### **The Definition of SEND**

A child is diagnosed with having a Special Educational Need when they have significant difficulties in learning compared to others of the same age.

In our school we use the definition for **SEN** and **disability** from the SEND Code of Practice (2015). This states:

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

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 the facilities of a kind generally provided for others of the same age in mainstream schools.
- children who have English as an additional language (E.A.L.) and whose progress is causing concern will have their specific needs considered with close reference to the guidance in the Code of Practice to establish whether their needs are solely due to lack of competence in English.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **The 4 main areas of SEND**

There are four main areas of SEND that have been identified. Children may only need support with one category, or they may need help with more than one area. These broad areas are:

1. Cognition and Learning
2. Speech and Communication
3. Social, Emotional and Mental Health difficulties
4. Sensory and Physical

# Provision Arrangements

## **How do pupils access the curriculum?**

At St Michael's we aim to give all children, including those who have SEN, access to a broad and balanced curriculum. To help every pupil fulfil his or her potential we value a wide range of approaches to support pupils' learning.

These include:

- Lessons which are carefully planned and adapted to suit all learners.
- Creating stimulating indoor and outdoor learning environments.
- A creative, themed approach to learning with enrichment activities that provide opportunities for everyone to achieve and succeed.
- A variety of visual and tactile resources to support learning.
- Personalised provision for all pupils, including those with special educational needs and/or disabilities.

## **How are classrooms and other areas of the school adapted to meet pupils' individual needs?**

- We make sure that all classrooms create an enriching, visually stimulating learning environment to enable all pupils to access the curriculum and resources they require.
- A small number of children may need a quieter area or more tailored visual aids to support them and these are put into place where needed.
- The Woodlands Room is a multifunctional area where children can concentrate on particular assessments or activities when needed; or relax and regulate and focus on their wellbeing.

There are a number of specialist rooms including the art studio, hall, library and other quiet areas in the school are also used for this purpose.

## **How does the school monitor the impact of extra support?**

Provision is regularly reviewed and adapted by the class teacher, supported by the SENDCo.

The progress of each child is also regularly tracked. Formal/informal assessments, class observations and discussions are used so that provision, interventions and other forms of support may be adapted to ensure we are being as effective as possible in supporting pupils with their learning.

### **Social, Emotional and Mental Health needs**

Working closely with parents, Mr David Webb, our Pastoral Lead, offers support to pupils who may need to talk through situations they find difficult. Children can work on activities to support emotional and social development. St Michael's has a wellbeing hub (The Woodlands room) which provides individuals and small groups of pupils, with a safe, calming and nurturing environment.

We often work closely with outside agencies, who can support pupils and families. Where appropriate referrals to specialist advice and support are made through completing an Early Help Family Support Service Assessment (EHFSA).

### **EAL (English as an Additional Language)**

The School recognises and values the home language and background of pupils for whom English is an additional language. The school considers bilingualism a strength and we take seriously our obligations to identify, support and provide education and welfare for pupils with English as an additional language so that they are afforded every opportunity to make progress and fulfil their potential. A copy of the English as an Additional Language (EAL) policy is available on the school website or it can be requested from the School Office.

Children who have English as an additional language (EAL) and whose progress is causing concern, will have their needs addressed in accordance with the School's EAL and Special Education Needs (SEN) policies. A copy of the policy is available from the school website.

### **Disability and Accessibility**

The school treats all pupils and prospective pupils fairly and does not treat disabled pupils less favourably; it believes in the enhancement of school education and life by inclusive policies but with equal importance being given to ensure that no pupil's education is impaired. Further information about the provision for disabled pupils

can be found in the School's Equal Opportunities for Pupils policy and the School's Accessibility Plan, obtainable on request from the School Office.

### **Parent Partnership**

Our experienced staff will build close relationships with our parents throughout their school life. Teachers are easily accessible and eager to help parents with any concerns they may have. If parents have concerns relating to their child's learning, then initial discussions should take place with the child's teacher. This then may result in a referral to the school SENDCo. All parents will be listened to, their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. The SENDCo will offer advice to parents regarding referral to outside agencies and can make referrals to the Local Authority Educational Psychology Service. Similarly, we also have access to child counselling services. Our SENDCo works closely with the Pastoral Head to ensure all our children are well provided for, happy and prepared to learn.

### **What SEND training do staff have?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues.

The SENCO, with the Senior Management team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Other Information.**

You will also find further information about our provision for pupils with additional needs on our school website. This includes our SEN Policy and Accessibility and Disability Equality scheme.

Support services and the Southend-on-Sea council Local Offer is available on the Southend Help and Information Point (Ship) website at:

<https://livewellsouthend.com/kb5/southendonsea/directory/home.page>