

SEN Information Report

ST MICHAELS 2018 LOCAL OFFER

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

Questions

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1. What kinds of special educational needs does the school provide for?

St Michael's is a one storey building. As a result, we are in a good position to offer provision for physically disabled pupils. We have disabled access to the school and field and a Clos-O-Mat toilet to support independent toileting. We have had experience of offering physiotherapy to children with physical difficulties through close liaison with other agencies. School has developed close links with the hearing impaired service to support children with hearing difficulties and cochlea implants. We also have experience of supporting and monitoring a range of moderate learning difficulties such as autism and dyslexia.

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

- We use the graduated approach to support first quality teaching. The SENDco and governors have devised a phased SEN monitoring system which ensures early identification of need and maps children into one of 6 SEN phases to ensure we offer appropriate support at each stage; initial identification of need, outside agency involvement, and process where necessary to a EHC.
- We have an open door policy where the first point of contact would be the class teacher, who would then refer you onto the SENDco should it be appropriate.

3. How will both you and I know how my child/young person is doing?

- In addition to the normal reporting arrangements, we have an open door policy where you can discuss concerns or your child's progress with the class teacher, who would then refer you onto the SENDco. The SENDco will offer additional appointments according to identified individual need.
- A child with an identified need is given an SEN passport. The passport is discussed with you at parent's evenings alongside other academic and social information. You would be invited to contribute any helpful information to support your child's learning which would be recorded on the passport. The passport travels with the child through school.
- By using the graduated approach, we identify clear incremental steps to support individual progress.
- Provision is discussed and evaluated at parent's evenings. The SENDco facilitates any liaison between other outside agencies involved with the child's education.

4. How will the curriculum be matched to my child/young person's needs?

- We operate a 'front- end' differentiation system, where staff assess learning prior to teaching a topic. In addition, we use a nationally accredited NFER paper three times a year in KS2, to measure progress and identify learning needs.
- Tailored provision is managed as far as practically possible within a mainstream environment.
- Every child is treated as an individual, and staff work hard to identify the starting points for learning and making learning accessible to all children according to their individual needs.

5. How will school staff support my child/young person?

- The class teacher oversees the pupil's education, and monitor any necessary interventions. Precision teaching, or small group work may be carried out by the teacher or a teaching assistant.
- Where an outside agency is involved, the SENDco will support the class teacher.
- We use a variety of methods and teaching strategies appropriate to need. This includes precision teaching, TA and teacher support in a variety of structures.
- The school governors meet the SENDco term and write a report to share with the FGB. They monitor the interventions and SEN provision and evaluate the cost effectiveness of additional support.

6. How is the decision made about what type and how much support my child/young person will receive?

- The graduated approach is used to identify needs and whether additional support is required.
- The class teacher and SENDco review individual cases, and support parents through any processes which may require assessment by outside agencies.
- Parents will have a passport which documents their child's journey through school, including information about additional support and an evaluation of the impact on progress.
- There is a published complaints procedure on the school website but school works hard to ensure that parents have every opportunity to voice their concerns and achieve a positive working partnership to achieve best outcomes for their child.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

- We endeavour to assist every child or young person be able to access all of the activities of the school and where there might be a barrier school would expect to liaise with parents and fellow professionals.
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8. What support will there be for my child/young person's overall wellbeing?

- When a child is identified as needing pastoral and social support we have links with Longford Park and various counselling services. These are charged to school but where they are part of an identified need we liaise with parents and offer support to children/young people with SEND
- School has an administration of medicines policy and staff are trained in intimate care. Extra needs are detailed on the SEN passport in consultation with parents and outside agencies.
- School has a cohesive behaviour policy and discipline is consistently managed by all staff across school. We operate individual programmes to support children with particular behaviour difficulties.

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

- We don't have specialist staff working at the school but TA's have experience with dyslexia, speech and language programmes, physio therapy, precision teaching. Where a specific need is identified the Head endeavours to find specific courses to develop staff expertise and liaises with appropriate agencies outside school.
- School has access to LA support services, a school nurse, CAMHS, speech and language, MARAT. We have links with Longford Park, and Delemere special schools to enhance the provision we offer to individual children.

10. What training have the staff supporting children/young people with SEND had?

- Our school staff have been trained in intimate care and all staff who work with children with specific needs, are included in the planning and preparation meetings to ensure clear procedures and succession planning occurs.

11. How accessible is the school environment?

- St Michael's is a one storey building and is fully wheelchair accessible. As a result, we are in a good position to offer provision for physically disabled pupils.
- We have disabled access to the school and field and a Clos-O-Mat toilet to support independent toileting.
- School has developed close links with the hearing impaired service to support children with hearing difficulties and cochlea implants. We have experience of using microphone systems and our carpeted classrooms offer a reasonable acoustic environment.
- The school website and school DoJo communication can be translated into other languages.

12. How are parents and young people themselves involved in the school?

- The Head teacher, all class teachers and the Wrap Club use class dojo to communicate to parents on both an individual or group message. The app which is downloaded by parents gives them the ability to contact the class teacher at any time.
- Parents are invited to contribute to the SEN passports.
- Where appropriate we consult with children/young people with special educational needs and involve them in decisions about their education.

13. Who can I contact for further information?

The Head teacher is available to discuss school provision when a parent is considering applying to the school with a child with SEN.

Once a child is enrolled at the school, the first point of contact if a parent wants to discuss something about any child/young person would be the class teacher. If the child already has an EHC plan it would be the SENDco.

The SENDco can also be contacted by arranging a meeting via the school office and she will be available to provide parents information and advice which may include details of EPS, Parent Partnership Service, SENAS, Sensory Impairment Service.

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

Before a child either joins or moves on to another school a multiagency meeting which includes parents/cares, will be arranged to gather all information and identify what support individual children need to make any transition smooth and efficient.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm
Email: fis@trafford.gov.uk
Twitter: @traffordfis
Facebook: www.facebook.com/traffordfis