

St. Michael in the Hamlet Primary School



Local Offer

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

Each term the Head teacher, SENCo, Assessment Lead and Class teachers all attend the 'Hub' Meetings which rigorously monitor each child at the school.

This holistic approach allows the school to discuss the needs of each child, their progress in English and Maths as well as issues of attendance and well-being.

When a need for additional support is identified, the Hub team will decide what type of intervention is required, daily, weekly or two or three times a week or weekly depending on the nature of the intervention.

Interventions are undertaken in response to the needs of the children which are highlighted during the Hub Meetings. Consequently, there is a fluidity of provision which is dictated by those needs. This means that provision across the school can change and evolve throughout each year depending on the needs of the children, which may also change as they progress through the school. Through this rigorous tracking system our provision can be altered to reflect the needs of both individual children and cohorts of children. The impact of specific interventions on pupil progress is assessed during the Hub meetings to ensure that they are having the desired effect on supporting a child's individual needs.

If a child is new to the school, then progress and successful provision will be discussed with the previous school. If you think your child has special needs, then an appointment can be made to see the class teacher or the SENCo and your child's needs can be discussed.

2. How will school staff support my child?

Children identified as having SEND have, when appropriate, a Pupil Profile (PP) that may include desired outcomes/targets for the child which the class teacher, support staff and parents/carers work towards. The interventions the child receives will be stated on the PP alongside all other relevant information. Interventions may be undertaken by teachers, support staff and outside professionals. During the Autumn and Spring terms parents/carers are invited to meet with the class teacher (virtually or via a phone call if parent/carers are unable to attend school) to discuss their child's progress, update the PP and agree next steps.

Each term the Head teacher reports to the Governing Body regarding SEND pupils and the SEND Governor meets regularly with the SENCo to discuss the provision and progress of children on the SEND register. The Headteacher, SEND Governor and the SENCo are responsible for monitoring the effectiveness of the schools SEND provision.

3. How will the curriculum be matched to my child's needs?

Staff adopt a multi-sensory approach to teaching and where appropriate the curriculum is differentiated for SEND children by task or resources which allows each child to learn in a way that is effective for them.

During the Autumn and Spring terms parents are invited to attend Parent(Carer)/Teacher Meetings which provides an opportunity to review the PP, discuss progress, consider the way forward for the child and what the parent/carer can do to support their child's learning. This is a good time for parents to ask teachers where their child is academically in relation to the rest of the class. Parents/carers are welcome to make an appointment with the class teacher, the SENCo or the Headteacher at any point during the school year if they need to discuss provision for their child.

Parents/carers are able to briefly message teachers via the school's class dojo system but for a lengthier discussion, it is necessary to arrange an appointment for a mutually agreeable time. An appointment to see the SENCo can also be arranged, this might be particularly helpful to parents of children newly identified as having SEND.

4. What provision will there be for my child's overall well-being?

All staff are committed to the welfare and pastoral support of all our children.

The school employs a Social Inclusion Officer and the support of a Counsellor to work with children who may need additional pastoral support. The SENCo co-ordinates medical plans with parents and outside professionals.

The school's Behaviour Policy, supports pupil social and emotional development in school and is overseen by the School Leadership Team who is jointly responsible for monitoring behaviour across the school, paying particular attention to children who have behavioural needs outside of that which is normally expected. Under those circumstances, a member of the team will discuss the situation with the child and co-ordinate all necessary intervention within school. When it is necessary, parents will be invited to discuss any inappropriate behaviour. A member of the Behaviour Team will liaise with the SENCo if a child displays behaviours that require specialist outside agency intervention.

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

The nature of the children's needs within a class change yearly so teachers refresh their knowledge and training according to those needs and specialist training is accessed by staff as required.

The school offers a specialist provision for children in KS2 with ASC (Autistic Spectrum Condition). This, however is separate from our mainstream provision and places are allocated by the Local Authority. The SENCo is responsible for co-ordinating the involvement of numerous education and health professionals within school. The school also receives support from teachers from the outreach teams of special schools.

6. What training have the staff supporting children and young people with SEND had or having?

The school has a rolling programme of training for staff to update and refresh their skills and knowledge. This year the whole school training includes Mental Health and well-being support as well as how best to support pupils with dyslexic tendencies. Reception staff have also had refresher training on the Wellcomm assessment toolkit for Early Years Practitioners. This supports play-based activities enabling action and interventions to be taken immediately. Last year the whole school training included Trauma and Attachment issues which enabled staff to consolidate their knowledge of attachment and apply it to their practice. Other SEND training accessed by staff is highly individual and dependent upon the children they are working with during that academic year. Staff access training provided by the Local Authority, specific experts and national bodies including the ADHD Foundation and British Dyslexia Association etc.

An experienced member of our Hive Resource Base is delivering bespoke training for staff around specific children with ASC and Trauma and Attachment.

7. How will my child be included in activities outside the classroom, for example, school trips?

Our children are encouraged to join in all areas of the school curriculum. When a child needs additional support to access activities outside of the classroom, the Headteacher, the SENCo and the Class teacher will discuss the needs of the child and how they can most effectively be provided for. This may include having additional staff to support the child. It may be considered necessary to conduct a risk assessment for an individual pupil, if there are concerns regarding their safety and well-being when undertaking off-site visits. This may result in the decision being taken not to take a pupil off-site.

7. How accessible is the school?

Regular meetings are held to consider the accessibility of the school by the SENCo, SEND Governor and Health and Safety Co-ordinator. The school building is fully accessible by wheelchair. There are three disabled toilets, one of which has a shower and changing area. If a child needs a particular resource in order to access the curriculum the Headteacher will decide how this can most easily be accommodated. The Accessibility Plan is regularly reviewed.