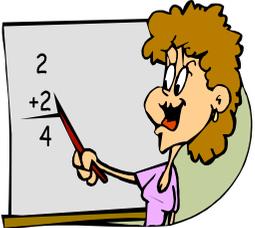
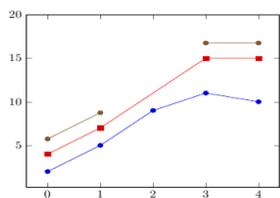


## SEND Information Report Autumn 2020

<p>Special Educational Needs that are provided for at St. Michael in the Hamlet Community Primary School.</p>	<p><b>The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</b></p> <ul style="list-style-type: none"><li>▪ <b>Communication and interaction</b></li><li>▪ <b>Cognition and learning</b></li><li>▪ <b>Social, emotional and mental health difficulties</b></li><li>▪ <b>Sensory and/or physical needs</b></li></ul>
<p>The identification and assessment of pupils with SEND</p> 	<p><b>Pupils are identified as having SEN, and their needs assessed, through :</b></p> <ul style="list-style-type: none"><li>▪ <b>Information passed on from Nursery/ Infant/Primary/previous schools.</b></li><li>▪ <b>Feedback from staff during termly ‘Hub’ meetings during which the profile of each child is discussed.</b></li><li>▪ <b>Testing by school SEND leaders, eg Renfrew, Visual Awareness Stress Test, Lucid Cops, Reading and Spelling ages.</b></li><li>▪ <b>Referrals from parents.</b></li><li>▪ <b>Assessments by outside professionals, e.g. Community paediatrician, Educational Psychologist, SENISS, OT.</b></li></ul>
<p>The school’s approach to teaching pupils with SEND.</p> 	<p><b>Provision for SEND pupils includes :</b></p> <ul style="list-style-type: none"><li>▪ <b>Quality first teaching, with appropriate differentiation in place.</b></li><li>▪ <b>extra adult support in classrooms where appropriate</b></li><li>▪ <b>group / individual support outside of the classroom.</b></li><li>▪ <b>personalised provision through time limited programmes.</b></li><li>▪ <b>personalised provision through adapted resources and interventions.</b></li></ul>

## SEND Information Report Autumn 2020

Evaluating the effectiveness of the provision made for pupils with SEND.



- **Pupil tracking is completed on a rolling 8 week programme and discussed at Hub Meetings. Necessary adaptations to provision are made in light of these findings and a Provision Map is produced.**
- **Progress and evaluation is reported to the Governor with responsibility for SEND.**
- **SEND information is included in the Head teacher's reports to the Governing Body and SEND Information Report posted on Website.**

Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review.



**These arrangements include :**

- **A graduated approach using the 'Assess Plan Do and Review' Model.**
- **Regular data tracking of pupil progress**
- **Pupil Profiles, EHAT and ECHPs reviews**
- **Observations and follow up discussions.**
- **Parent meetings.**

How adaptations are made to the curriculum and the learning environment of pupils with SEND.



**The curriculum /learning environment may be adapted to help children by :**

- **Groupings that target specific levels of progress**
- **Differentiated resources and teaching styles**
- **Appropriate choices of texts and topics to suit the learner**
- **Access arrangements for tests and or examinations;**
- **Additional adult support.**

## SEND Information Report Autumn 2020

Support that is available for improving the Social Emotional and Mental Health of pupils with special educational needs.



**Pupils are well supported in their social, emotional and mental health needs by :**

- **An anti-bullying policy that is supported by all staff**
- **A Social Inclusion Officer**
- **A social, emotional and mental health support team that provides programmes such as nurture groups, emotional resilience, self-esteem building.**
- **Targeted support for individual pupils.**
- **A child psychotherapist working with individual children and families.**
- **SEAL (class based programme)**
- **Buddies**
- **House Captains**
- **School Council**
- **Family Support Worker**
- **EHATs**
- **Online Safety and Safeguarding Curriculum**
- **E-Cadets**
- **A whole school focus on social, emotional well-being**
- **School nurse**
- **Massage/Yoga (*prior to March 2020*)**
- **P4C**

## SEND Information Report Autumn 2020

Relevant people to contact within school.



**The school values communication with parents and these are the ways to contact us:**

- **Class teachers are available at the beginning and end of the school day.**
- **The Head Teacher (Miss L. Moreton) and the SENCo (Mrs C. Jones) operate an ‘open door’ policy and appointments can be made via the office staff.**
- **The SEN Governor (Mr. P. Watson) can also be contacted through the school office**  
**School Telephone Number 0151 727 3215**  
**SEND dedicated email: [send@smhsch.co.uk](mailto:send@smhsch.co.uk)**

The expertise and training of staff in relation to children and young people with SEND, including how specialist expertise is secured.



- **An Audit of staff expertise in SEND is undertaken annually.**
- **The SENCo regularly attends LA training opportunities. This year she has attended SEND Briefings, L.A. Safeguarding training.**
- **The effective use of lead adults to support Language, English and Maths.**
- **Individual training re: SLCN, ADHD, ASD, Code of Practice, specific learning difficulties when appropriate.**
- **Specialist expertise engaged from external services – SENISS, EP support, EMTAS, CAMHS etc.**

**Training for all staff over time includes:-**

- **ECHP, SEND Code of Practise, Graduated response, Safeguarding, Dyslexia awareness, ASD, Dyslexia in the classroom, SEMH, resilience, NDD (KS1), Sensory Issues, Attachment Issues, Wellcomm Speech & Language Assessment (EYFS)**

## SEND Information Report Autumn 2020

How are equipment and facilities to support children and young people with special educational needs secured?



**The school engages with a range of external support to secure appropriate resources and equipment including:**

- **Local Authority Support Services**
- **Independent Support Services**
- **Charities**
- **Volunteers**
- **Coloured Overlays, sloped writing boards, alternative writing recording equipment,**

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.



**As a school we are keen to consult with our parents with regard to the special needs of their children. We do this in these ways:**

- **Telephone /Text**
- **Parents Meetings with Class teachers**
- **Parent Meetings with the SENCo**
- **Parent meetings with the Social Inclusion Lead**
- **Multi-Disciplinary Meetings**
- **EHATs**

## SEND Information Report Autumn 2020

<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p> 	<p><b>The school consults with its pupils both formally and informally in these ways:</b></p> <ul style="list-style-type: none"><li>▪ <b>Pupil contribution to the SEN Information Report</b></li><li>▪ <b>Pupil Voice</b></li><li>▪ <b>School Council</b></li><li>▪ <b>Annual Reviews</b></li><li>▪ <b>Personal Interviews</b></li><li>▪ <b>Pupil Passports</b></li><li>▪ <b>Pupil profiles</b></li></ul>
<p>The arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p><b>Please follow this link to the Parental Complaints Policy on the school website:</b></p> <p><a href="http://www.stmichaelinthehamletschool.com/complaints-procedure/">http://www.stmichaelinthehamletschool.com/complaints-procedure/</a></p>

## SEND Information Report Autumn 2020

The governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.



- **The Headteacher (Miss L Moreton) is involved with Liverpool Learning Partnership (LLP) who work closely with both Health and Social Care.**
- **The school actively engages with other professional partner agencies to support the individual needs of pupils and their families.**
- **The Headteacher and the SENCo participate fully in the SEND consortium.**
- **The HT, SEN Governor and the SENCo meet termly to discuss SEN within the school.**

## SEND Information Report Autumn 2020

Support services working independently of the school to support parents of pupils with special educational needs.



**If you wish to contact an independent support service for children with SEN, the Local Authority agency is Parent Partnership. The school seeks to actively promote the Local offer amongst our parents as a source of information.**

**Telephone : 0151 2254947/2332848**

**Website : [Liverpool.gov.uk/parent-partnership-service](http://liverpool.gov.uk/parent-partnership-service)**

**Local Offer**

**<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>**

The arrangements made by the school for supporting pupils with special educational needs in a transfer between phases of education.



**We are aware that our children need to have robust transition arrangements in place and we do this in the following ways;**

- **The SENCo attends the LA Transition Forum to discuss pupils transition with the next secondary school.**
- **Multi-disciplinary transition meetings.**
- **Transition Programme to prepare pupils for change of school.**
- **Relevant documents transferred to next school.**

## SEND Information Report Autumn 2020

People involved in compiling this report.



Many thanks to everyone who contributed to this report including;

- Miss L. Moreton (Headteacher)
- Mr P. Watson (SEN Governor)
- Mrs C. Jones (SENCO)